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MILWAUKEE, SEPTEMBER 1910

Price, \$1.50 per year, or \$1 if paid in advance.

Current Educational Notes By "Leslie Stanton" (A Religious Teacher).

Institute Extension .- Recently I had the pleasure of meeting a Sister who teaches in an out of the way portion of Texas. Her community lacks many of the advantages of urban life, and for the greater part of the year the devoted women live in almost complete isolation from other teachers. Notwithstanding, this woman revealed a surprisingly modern viewpoint in matters educational and

prisingly modern viewpoint in matters educational and showed a refreshing familiarity with the best that is written and thought in the educational world.

Eventually the secret of it came to light. She has friends in several of the sisterhoods in widely separated sections of the country. From these she receives digests of lectures heard and often synopses of books read, and then she exchanges views with her friends on the topics suggested. The result of it is that she not only knows there but knows how to talk about them and how to put things, but knows how to talk about them and how to put

theories of pedagogy into practice.

This fertile idea, which might be called Institute Extension, deserves generous recognition. In every religious teaching order there are always some members who for one reason or another are unable to attend summer institutes and mid-term lectures. A transcript of the notes of some teacher who has attended the institute ought to be the next best thing to actual attendance at the institute itself. Incidentally, the teacher sending the notes will re-ceive a splendid training in coherent and co-ordinate thinking, as well as in the art of self-expression—something surely not to be despised.

A Word to the Young Teacher.—All over the land the young teacher is about to make her debut. It may only be a section in a primary class that is given into her hands, but at all events her life work is beginning and these are momentous days for her. Only those of us who have had the experence can understand the heartache and

worry and annoyance of the first few days in class.

There is so much good advice floating about that it may seem impertinent to offer any here, but the plight of the young teacher needs all the moral support available, and the advice will out. Here it is: Don't talk. Let those first days in class be days of almost monastic silence. Ask as few questions as possible; never use words when signs will serve your purpose; don't try to tell stories to amuse the little ones; don't preach inopportune sermons

Suggested by a zeal that is not according to knowledge.

Above all, don't scold, threaten or nag.

It is practically impossible for the average young teacher to carry this humble advice to excess. She may expand, if she so desires, after the first month or so when her grip on her work is sure and her nerves are steady. But for the present let her meditate on the moral of the

But for the present let her meditate on the moral of the following edifying little tale:

Once there was a man who owned a dog and a parrot. One day he left them by themselves in a closed room, the parrot in her cage and the dog asleep on the floor. Then the parrot sought to amuse the dog. She whistled and called and said "Sick 'em," as she had heard the dog's master do. The dog jumped up, his eyes flashing, his hair bristling. He looked about the room, and seeing nothing to attack but the parrot, proceeded to tear the cage to pieces. Then he started in on the parrot. The man came in shortly after and rescued the bird just in time.

"Polly, Polly," said he, "how did all this happen?"

And the parrot, with a lingering look at her bedraggled feathers, pensively replied:

"The trouble with me is that I talk too much."

Opening Day Amenities.—The gentle art of expecting trouble is not ordinarily the teacher's most valuable asset, but it is none the less true that to be forwarned is to be forearmed. This applies particularly to the opening day of the term. Expect interruptions—plenty of them. All day long new pupils will be coming in; former pupils will be around for their hooks; there are very likely no interpretable. be around for their books; there are very likely no ink-wells in some of the desks and possibly not enough chalk to go around; visitors, too, are sure to favor you with their presence at the precise moment when you don't want favors of any sort, and Mrs. Smith will try to get you on the 'phone to make sure that little Johnnie Smith is not sitting in a draught.

Some of these little amenities the prudent and farsighted teacher learns to avert—the scarcity of chalk and inkwells, for instance, might be seen to a day or two ahead of time—but even under the most favorable conditions there are enough annoyances on the opening day to

tions there are enough annoyances on the opening day to convince every teacher that Satan overlooked one thing in his trial of the patience of Job.

What are you going to do about it? Simply get along as quietly and sweetly as you can. Harsh words will not do any good, neither will frowns, impatient gestures or caustic criticisms of the powers that be. And above all, don't tell your troubles to the principal. For that day at least hear the has troubles of his own. least he-or she-has troubles of his own.

The Principal Thing .- When all has been said and done we Catholic teachers must face the fact that the teaching of religion is our duty paramount. And the older we grow and the more we take note of life and its mysteries, the more we perceive that the foundation of the religious spirit is sound catechetical instruction. Outside the Catholic Church today there are groping thousands who feel within them the stirrings of a vague religious life, but who are totally unable to make of it a tangible, practical aid in the conduct of life. The see means the conduct of life. who are totally thiable to make of it a tangine, practical aid in the conduct of life. They see men as trees walking. And why? The answer is simple enough. They lack instruction in the fundamentals. They have not learned to think in doctrinal terms. What they need more than all else in the world is the vocabulary of the Baltimore catechism.

Are we going to allow our children to join the groping thousands? The faith we interpret to them must be a living thing, and its manifestation to their dawning intellects must carry conviction. Again and again we must go over the essentials. If we know our business, the repetition will not prove wearisome. The little catechism must be our bone book, the basis of all we know and all

we teach.

One reason for the relative success of certain prevalent religious fads is the definite nature of their dogmatic teaching. Their teachers aim at making them simple, clear, teaching. Their teachers aim at making them simple, clear, precise. Verily are the children of darkness wiser in their generation than the children of light. After all, it is only the trivial things in life that are complex; the great things, the true things, the things that matter—these are amazingly simple.

The Duty of Growth.—With the teacher in mind was it primarily said, "Of the making of books there is no end." Neither is there—or ought to be—an end of the reading of books. The right sort of reading of the right sort of books is one of the most valuable aids to growth -spiritual and intellectual; and growth is essential to the teacher.

And it is not only for the young teacher that these lines are penned. We all need to make a little meditation now and then on the same subject. Before all of us lieth

the deadly rut, and to all of us cometh the temptation to fall into that rut and there remain. And there is no

growth in the rut.

Without growth the teacher is dead wood. She is the barren fig tree in the garden of the Lord. Her work Her teaching is wearisome to her, and far more wearisome to the unforunate little ones confided to her They ask for bread and they receive a stone

Every day we must look out upon the world with glad, fresh and grateful eyes. Every sunrise must bring a glow never felt before. Every book we read must form the never felt before. Every book we read must form the subject of fruitful mediation, and every youthful face turned up to ours must be a new wonder to us and a joy. All this will keep the wrinkles from our face, the cobwebs from our mind, the canker from our soul.

Talking It Over .- Do we religious teachers ever reflect on the tremendous advantage we possess in the fact of community life? In the members of the community we find friends who are attracted to us by the noblest, holiest bonds, and who besides are akin to us in training and in

ns. And we all eat the same spiritual food. Recreation time is the time for "talking it over." "It" means our difficulties, our successes, our problems, our plans (carefully condensed, or course), our common sorrows and our common joys. Especially the joys. The ideal recreation is that from which everybody goes feeling happier, kindlier, more zealous.

Do we contribute our share to making the recreation period a time of pleasure and profit to all concerned? Or

are we the fly in the ointment?

Concerning Moving Pictures.-Once again the Reverend Francis J. Finn deserves the commendation of all progressive teachers. Already we are indebted to him for the best series of Catholic stories for boys that have come to our school libraries, and now we are his debtors for the sensible stand he has taken on the subject of moving pictures. The nickel theater, with all its faults, has a fine germ idea behind it, and Father Finn does well in calling the attention of school authorities to the advantages to be derived from the moving picture machine. After all, it is merely the stereopticon in an improved form, and the

Anent this matter of moving pictures, here is something in the nature of a personal confession. A year ago, in the course of an extended vacation in the principal cities of three states, I made a systematic tour of the nickel theaters. I went to scoff and—figuratively—I remained to pray. Of the total number of pictures seen, at least one-half were of a distinctively educational nature. They represented phases of building construction, the handling of food products in various countries, travel scenes in all parts of the world and recent development in physical science. The remainder of the pictures were of a more or less frivolous nature, but I failed at that time to see

even one that savored of indecency or immorality.

Here is a fine field for our schools. Let us utilize the moving picture machine. Many of our institutions are so circumstanced that the acquisition of a machine and a few rolls of films is quite within the bounds of possibility. Indeed, the thing has already been done. I know of a well conducted Catholic orphanage where moving picture shows, under the direct supervision of the teaching staff, are given regularly twice a month. The world moves, and it behooves us all to keep moving with it. It is by developing a taste for the best, and not by crushing natural cravings for amusement, that we succeed best in our holy

That Reading Lesson.- In planning the work of preparation for the year, the wise teacher will not neglect the reading lesson. We all have known teachers who worked problems in arithmetic and bored holes in maps and painted themselves red correcting compositions, all in preparation for their class duties, who nevertheless failed to glance at the reading book. The reading lesson they to glance at the reading book. The reading lesson they regarded as the easy period of the daily grind, a time for the children to keep quiet and the teacher to get a little rest

The fact is that few lessons make so great a demand for preparatory work on the part of the teacher as does that same reading lesson. Even in the elementary matter of pronunciation and meaning of words there are some-times strange lapses of knowledge on the part of the un-suspecting teacher. For instance, I knew some years ago of a teacher—it was before we had heard much of Rostand

-who stumbled over the word chanticleer in Longfellow's "Daybreak." A child asked what the word meant, and the teacher after a little hedging ventured to explain: "Why, it's a little thing, something like a mountain daisy, you know." An eloquent sermon, surely, on the necessity of

preparation.

The Psychological Moment.—Since we are on the subject of preparation, it might be well to stimulate a little thought concerning the time of the day to be devoted to preparatory work. Ordinarily, it is poor policy and poor sense to start in preparing tomorrow's lesson immediately after leaving today's class. If working at the desk is encouraged in the late afternoon, the time should be given to something that will, if possible, keep the immediate problems of your daily work far from your mind. Then is the time for the lightest reading you ever do. Let your serious oreparatory work come in the evening, after you are rested, or better still, in the morning hours. Incidentally, it is a still that the still is the still that the still is the still that the still is the still that the still the still that the still that the still that the still that the still the still that the still the dentally, it is suicidal to correct written exercises by artificial light.

* * * IMPORTANT—By remitting subscription for the new school year during September and October, sub-scribers not only show a helpful appreciation of The Journal's important service to them, but they also save money thereby. The price of The Journal is \$1.50 per year when account is past due and has to be billed, but - when subscription is paid in advance for the year. These terms are necessitated: 1st., by the new postal regulations which impose an extra tax for carrying magazines to subscribers who are in arrears even for a few months; 2nd, because the increase cost of publishing this larger and better magazine make it impossible for us to give a year's subscription for \$1.—, unless payment is made in advance. Thus all who wish to get The Journal at the low price of \$1.00, can still do so by making it a point to remit for the present school year during September or October—the earlier the better.

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On the Way to School Again

O happy little army, on your way to school again, Armed with reader and arithmetic, with blotter and

with pen; ir hearts are light, your minds are bright your

lots from worry free
Save from a task as difficult as spelling C-A-T
You'll learn among some other things that two and
two are four;
That twelve is called a dozen and that twenty is a

How many pounds are in a ton and pennies in a dime, How many hours in a day (how many years in

Your copy books will say, "Great Oaks From Little Acorns Grow;" You'll learn how very wrong it is to say, "I ain t

got no;" You'll learn how great Columbus was, who found

this pleasant land,
Though why the earth is round perhaps you may not understand;

not understand;
You'll learn your country's father was the brave and
truthful George,
Though he got cold feet one winter when he camped
at Valley Forge;
You'll learn about the battles, though you may forget the dates

That rice and cotton are the exports of the Southern States.

O laughing little children on your way to school When all you girls are women, and all you boys are

men, Will your lessons be a pleasure, or will you sit and

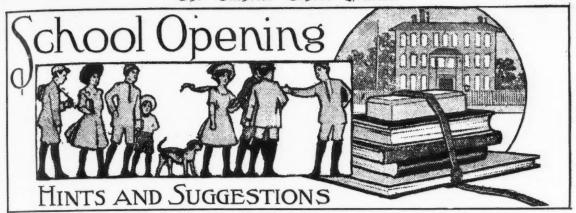
And anxiously be waiting for your life school to be out?
Will the Teacher give you honorable mention when

you go
To your last and long vacation? May God grant

that it be so!
And make you noble women and true and loving men,

Dear laughing little children on your way to school

-Franklin P. Adams.



THE NEW SCHOOL YEAR.

By E. M. P.——.

To every teacher September means new experiences. Educational thought is ever new and this year it means more than it has ever meant before, for knowledge is

broader and demands are greater.
In order to meet the increasing demands, the teacher may well ask, "Have I mental and physical strength for may well ask, Trace I include and payed ask together this year's work? Have I a ready tact, sound judgment, do I love this work and these children, am I deeply interested to make each pupil's life better, purer and happier, am I patient, enthusiastic, sympathetic and ambitious?" How the questions succeed each other when once we yield to a self-examination?

Is so much required that it seems unachievable not if one thing be met and conquered at a time. Do not think of the year's work, and the army of children who must be instructed, but think of the work of the present

your forty children.

The most severe test will be the first few days. The new teacher will "count time by heart throbs," for there is no time to her so precarious, so anxious, so soul wasting as the first few hours before the little, strange faces. She must not show a trace of embarrassment, nervousness or confusion. One new teacher prepared for herself ten rules:

1. Be early.
2. See that the room is in perfect order: Crayons, rulers, pencils, paper and books properly arranged.
3. Write the program upon the blackboard, also draw the monthly calendar. Decorate it with a simple spray of woodbine and golden rod in reds and yellows. Write a religious and inspiring motto or verse on the blackboard. religious and inspiring motto or verse on the blackboard.

Sing one or two songs.

Talk about the motto upon the board, have a few choice memory gems recited and devote a few moments to current events. What events of importance have occurred this summer? Of what are the people talking? Discuss these subjects briefly. Speak of the summer vacation, ask where the pupils have been, what they have seen.

All this may seem quite useless, but does it not tend to remove a feeling of strangeness, and are not the little ones "getting acquainted?" It is no waste of time to win these children to you by a pleasant, friendly talk on the first

morning.

6. Classify the pupils and assign short lessons for the

late morning and the afternoon hours.

7. Do not take time on the first morning to secure names and ages by passing up and down the aisles with paper and pencil. As the pupils come forward to recite let them bring to you slips of paper with their names written upon them.

As you ask questions—simple at first—the little cards may be used for reference and in a short time every

name is known.

Mean everything you say; do not talk too much, let the children talk.
10. Keep every child busy.

PREPARING CLASS TIME TABLES.

It is impossible to arrange a time table that will do for all teachers, because of the varying conditions in different schools, and the numerous points to be taken into consideration for each. In drawing up a time table the following principles should be observed:

The time given to each study must vary according

to its importance and utility, having regard to the diffi-culties it may present to the children.

2. The length of the lessons will depend on the age of the pupils and their powers of concentration; the younger they are, the more need they have of variety in their occupations

3. Lessons should succeed one another in such order that one faculty may not be overtaxed while the others

are left inactive.

4. The lessons demanding most strenuous effort should come when the children are fresh; early in the morning session, or immediately after recreation.

-Christian Brothers' Manual.

SCHEDULE OF STUDIES.

Time Table for Graded Schools.-This schedule shows the number of minutes per week to be allowed various subjects in the different grades. The table is merely suggestive. Where the school day is longer or shorter than the 51/2 hours taken as a basis herewith, or where local conditions recommend that more time be given to certain branches, such changes may easily be adjusted to this schedule. The margin of unassigned times gives opportunity to add to the allotment of any branch or to insert an additional subject.

Subjects. Grades-	1	2	3	4	5	6	7	8
			-	_	-	-		-
Opening exercises	75	75	75	75	75	75	75	75
Religious instruction	200	200	200	200	200	200	200	200
Composition, grammar .	120	120	120	120	120	120	120	120
Reading	330	300	240	200	120	120	120	120
Spelling	100	100	120	120	100	75	60	60
Penmanship	120	150	150	100	90	75	60	30
Mathematics	180	200	200	200	200	240	240	240
Physical culture, hygiene								
and recesses	180	165	165	120	90	90	90	90
Geography				120	120	120	120	90
History	75	75	75	75	90 75	120 75	150 75	150 75
Music	60	60	60	60	60	60	60	60
Nature study	60	60	60	90	90	60		
Study or sewing			60	60	120	120	120	150
Business course							100	100
Unassigned time	150	145	125	110	100	100	60	90

The daily program of recitations and exercises should be made for each grade, in accordance with the above time schedule, and should be hung in a conspicuous place in the class room. Subjects like drawing, music and nature study may be given two or three periods a week.

BRIEF SUGGESTIONS.

Carefully watch the ventilation.

Keep a thermometer and a calendar in your school

Teach care of school property and all property

Insist upon cleanliness of person, room an ddesks and on neatness of all work. No slovenly work should be upon neatness of all work. No slovenly work should be regarded as "finished," which is only true of that turned out in a workmanlike manner.

Be sparing of threats. They constitute a thermometer of fear. If a note is due and the maker is perfectly good nothing is said; but as soon as there is the least fear of his financial ability this threat discloses the fear: "If not paid by a certain date it must go to a collector," etc. Study the threat to avoid it; but if it has to be made, be sure it is such as can be carried out to the letter.

At all times correct improper carriage, attitudes, posi-

tions, as well as loud, harsh tones.

Bring a cheerful, wholesome atmosphere into the school roing a cheerful, wholesome atmosphere into the school room and do not neglect a pleasant word at parting. A cheery "Goodbye, let's try to make tomorrow better than today" elicited this significant comment from the boy who had received merited punishment: "Well; she's cross, but she isn't mean," and the feeling that hard times need not be prolonged into the good.

Learn as much as possible of the pupils' home life, and

Learn as much as possible of the pupils' home life, and

come in touch with the parents.

"Finally, whatsoever things are true, pure, lovely, and of good report, think on these things" and consider how you can get the children interested therein, so that "whatsoever thou doest shall prosper."

SPIRITUAL PREPARATION FOR WORK.

SPIRITUAL PREPARATION FOR WORK.

Teaching is a duty which goves glory to God and gains souls to His love; but we must look for our reward only in Heaven, where, as Holy Scripture assures us, they who teach others unto justice will shine as stars for all eternity. The religious who will adopt the practice of paying a short visit to our Lord in the Blessed Sacrament, before entering the classroom and say the following prayer will find much strength in bearing with the shortcomings of pupils, even wayward ones:

A PRAYERFUL PREPARATION.—"Oh, my God! I am about to begin the day's work in school. Teach me to receive the little children in Thy name. Give to my efforts success, sweet Jesus, for the glory of Thy Holy Name and the good of souls.

"Strengthen me, O Lord, for the great work Thou hast assigned to me. It is Thy work. Without Thee I cannot succeed. Grant that the children that Thou hast placed in my care may be abundantly blessed, and that not one of them may be lost because of anything that is lacking in me. Help Thou me to conquer every temperamental weakness, and strengthen whatever may enable me to bring the sunshine of joy to the young lives that are gathered around me day by day. 'Make me beautiful

mental weakness, and strengthen whatever may chance me to bring the sunshine of joy to the young lives that are gathered around me day by day. 'Make me beautiful within,' for the sake of the little ones and those lives which will be influenced by them. Amen.

-A Pennsylvania Teacher.

FOR FREQUENT REFERENCE.

At the beginning of the school year the principal of a large city school presented to each of his teachers a typewritten paper containing the following pointed aids

The efficiency of a teacher is measured by her power of exacting, securing and keeping attention in her class

Obedience is the very essence of duty and all morality. Cultivate habits of order and prompt obedience about little things.

Insist on cleanliness. Cultivate good manners. Con-

sent cordially. Refuse firmly, At all times the eye should be on duty.

Continual employment is the great antidote to inattention.

Make careful preparation for every lesson. Dwell especially on the elements.

Teach with energy. Teach in a connected way.

Don't mistake talking for teaching.

Don't be fault-finding.

Questions should be brisk and pointed and should elicit one fact at a time.

Questions should always precede the name of the pupil to help fix the attention. Do not repeat the question, but have the inattentive

pupil repeat the same. Do not read the questions from the book.

Pupils called upon must rise quickly, stand in the mid-dle of the aisle, look up to the teacher, answer distinctly and in complete statements, and remain standing until you call on some one else.

The essentials of a good recitation are that the class be interested in the work, that each pupil be actively employed during the whole time and that all work be done

well

Careless work from the pupil is the teacher's fault.

Practice without effort is waste of time and confirms bad habits.

Every lesson should be a lesson in language.

Every written lesson should be an exercise in penman-ship and in spelling.

Short lessons, thorough work, frequent reviews.

NOTE BOOK OF ERRORS.

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Let every teacher keep beside her on her table a pencil and notbook, in which she can write down all the mistakes in English which her children make during a month. She will find at the close of the month that she has almost all the kinds of mistakes they will ever

These mistakes will differ, to some extent, with different sets of children. German children will not make all the mistakes made by English children, and they will make some mistakes which English children do not make. The mistakes of other nationalities will differ, to some extent, from both the above; but most mistakes in English

are common to all.

The teacher will find further, that when she has classi-The teacher will had further, that when she has classified all the mistakes, she will not have a large number of classes or kinds. There will be defects in pronunciation, double negatives, wrong forms of pronouns, pronouns used for adjectives, verbs that do not agree wit hsubjects, mistakes in the use of the principal parts of irregular verbs, auxiliary verbs used incorrectly, etc.

Now after the teacher has discovered what mistakes the children make, let her set to work consciously and systematically to drill them out of the language of the children. Take up one at a time and let the oral work

children. Take up one at a time and let the oral work and written work be directed against it.

A SUGGESTIVE LIST OF PICTURES.

The following pictures are not only very suitable for wall decoration in schools, but the list may be followed for subjects for descriptive composition work. In this con-

wall decoration in schools, but the list may be followed for subjects for descriptive composition work. In this connection the small prints of the pictures (to be had from the Perry Picture Co., at ½ cent each) may be used for study of the pictures when writing and afterwards for pasting in the pupils' composition books in connection with their descriptions:

1. Sistine Madonna, Raphael; 2, Holy Family, Murillo; 3, Consoling Christ, Plockhorst; 4, The Angelus, Millet; 5, Infant Samuel, Reynolds; 6, Christ Blessing Little Children, Hoffman; 7. Feeding Her Birds, Millet; 8, Madonna of the Fish, Raphael; 9, Highland Shepherd's Chief Mourner, Landseer; 10, Song of the Lark, Breton; 11, Good Shepherd, Plockhorst; 12, Christ in Gethsemane, Hoffman; 13, Shepherdess, Lerolle; 14, Worn Out, Faed; 15, Immaculate Conception, Murillo; 16, Highland Shepherd's Home, Landseer; 17, Arrival of the Shepherds, Lerolle; 18, The Gleaners, Millet; 19, Worship of the Wise Men, Hoffman; 20, Golden Stair, Burne Jones; 21, Mother and Child, Bodenhausen; 22, Dignity and Impudence, Landseer; 23, Easter Morning, Hoffman; 24, Last Supper, Da Vinci; 25, Children of Charles I., Van Dyck; 26, Mater Dolorosa, Giudo Reni; 27, Feeding the Chickens, Millet; 28, Saved, Landseer; 29, St. Cecilia, Raphael; 30, Rich Young Man, Hoffman; 31, Sir Galahad, Watts; 32, Lord, Help Me, Plockhorst; 33, By the River, Lerolle; 34, Marie Antoinette and Her Children, Lebrun; 35, Madonna of the Chair, Raphael; 36, Christ in the Temple, Hoffman; 37, Easter Morning, Plockhorst Christ in the Temple, Hoffman; 37, Easter Morning, Plockhorst.

THE RECITATION.

In questioning a class, put the question to the class as a class, then call upon some pupil to answer. Glance your eye along the class and call upon the inattentive pupil to answer.

While a pupil is reciting, he should not be disturbed or corrected by other members of the class. The corrections should be made after he has completed his recitation. The reciting pupil should be given a chance to correct his mistakes in the class. Direct questions by the teacher will give him an opportunity to correct his language. teacher will give him an opportunity to correct his language and other mistakes.

Each pupil of a class should be called upon as often as possible in every recitation. The teacher should see that every pupil in the class is held responsible for some part of the class task—that each one makes a success or a failure in ihs recitation. Each pupil should be compelled

to exhibit his work in some manner.



PRINCIPAL'S RELATION WITH THE SCHOOL. By Brother Philip, F. S. C.

The principal being the executive head, his duty is to organize the school. This implies the receiving and classifying of pupils. The principal should have the plan of organization evolved some days before the opening morning. Unless this be done much valuable time will be lost and a set-back will be given the school at its very beginning. The close of the first day of school should see beginning. The close of the hist day of school should see every teacher and pupil in place and ready for work which must be wisely mapped out and the lessons for the next day assigned. Then with the sound of the bell on the second morning the whole school may start off in its course like a well-oiled machine, each part doing its work without the second fine the second morning the school may start off in its course like a well-oiled machine, each part doing its work without the second morning the school may start off in its course like a well-oiled machine, each part doing its work without the second morning the school may start off in the jar or friction. The scholastic year is too brief to allow more than one day for the organization of the school.

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Should there be inexperienced teachers in the school much of their work for a few days must be controlled by the principal in order that they may learn what is to be done and how to do it. It is in assisting the young teacher that the principal can accomplish the most good; for in forming the young teacher to the use of right methods, he is laying a solid foundation for the success of the school.

We frequently hear principals complain of unqualified teachers and we often ask ourselves how are we to secure good ones. I believe our teachers must be formed in our schools, under the direction of wise and interested principals. We sometimes see an excellent teacher come directly from the training school, but the schools that are most progressive and successful are those that form their

The principal must supervise the work of the various grades and see that the approved curriculum of study is so far as possible carried out in each. The daily program of exercises must be given attention. The various studies or lessons should be so ordered that each subject will be a relef from the preceeding one. The success of a class or whole school parallel of the success of a class or a whole school may largely depend on the wise arrangement of the various exercises.

It is the duty of the principal to care for the school

He should not permit the buildings, furnishings or apparatus to be damaged or disfigured in any way. He should be well informed on sanitation, heating and ventilation and strive to secure the best systems that are obtainable. He should also see that the school is kept neat and clean.

In selecting text-books he should choose only such books as his experience tells him will be most beneficial to the pupils. The books must be selected for the pupils annot select the pupils for the books. It would be advisable to consult the experience of the teachers as to the books best suited to their respective classes.

Another important duty of the principal is the careful supervision of the school records. The roll-books of the classes, the reports of evaminations as well as a register of the school should be systematically kept. The records of the school should be systematically kept. The records of the individual pupils can best be attended to when a system of cards is employed. Each card should bear the name of one pupil and show his age, the length of time he has been in school, his aptitude for study, the progress he has made and a record of his attendance. Other necessary data required by the civil authorities can also be indicated on such cards. Thus each card will be a complete record of one pupil. When the principal is not exact in seeing that these records are kept, the teachers may become careless and perhaps neglect them entirely.

There should also be a history of the school wherein

There should also be a history of the school wherein should be recorded the leading events of each year, such as the date of the opening and the closing of the school, ordinary and extraordinary holidays, entertainments, commencement exercises and the names of teachers and grad-

The principal ought to know everything that transpires in or about the school. He should therefore be always present, for it is only by seeing and charing that he can have a correct knowledge of his teachers and their pupils and be able to offer them the encouragement they need. He should promote their ambitions by rewarding or recog-

nizing their efforts as well as the success attained.

That his work may be truly efficient the principal should devote his entire attention to the work of the school in general and should not be hampered by taking charge of any class. In many of our schools the principal is charged with the teaching of a particular class. In such schools it would be absurd to expect that the principal can give the school the attention it demands, and if the school be a large one we must expect to find a lack of discipline and many defects in the methods of teaching and conducting

the school.

The supervising principal must not allow the administrative features of the school to prevent his giving proper attention to the classes, nor should he be employed during school hours with anything foreign to the management of the school. Much of the executive work of the school can and should be done before or after school hours.

GETTING ALONG WITH PARENTS.

Miss Julia Byrne, a graduate of the Ursuline College, Santa Rosa, and a member of a pioneer family of that city, who has been a member of the school department of New York City for some time, was recently awarded the first prize for suggestions to parents as to how to cooperate with teachers in furthering the education of their children.

Miss Byrne captured first prize out of 834 contestants. Miss Byrne has many friends in Santa Rosa who will be glad to hear of her success. She formerly taught in the South Park school here and was one of fifty teachers sent by the New York Board of Education to Europe last year to study eduactional matters there.

The New York Glove and Commercial Advertiser publishes Miss Byrne's suggestions as follows:

1. Familiarize yourself with educational ideals and problems. Read Butler's Meaning of Education, Monroe's

History of Education, Bagley's Educative Process.

2. Ascertain character and amount of home work required. Provide proper conditions, light, temperature, ventilation, quiet, suitable equipment. Home work tests pupil's comprehension and power to apply knowledge. Therefore do not explain. Question upon memory work. Exercise sufficient supervision to insure carefulness and serious ctudy. Permit no doubling Insist teen acquired to the condition of the conditions of the c serious study. Permit no dawdling. Insist upon a regular period of uninterrupted study.

3. Enlarge pupils' opportunity for expression by requiring discussion of topics studied. Insist upon clear and definite statement and accuracy. Encourage reading aloud, the recitation of good literature, and the discussion of events of historical or current interest. Exemplify the use of good English speech.

4. Supplement book knowledge by visits to museums and places of historical, industrial and geographical or natural interest. Guide and encourage the collecting in-

stinct.
'5. Supervise assigned reading, eliminate purposeless

reading and follow occupation.

6. Have the patience to train your children to understand and follow directions.

Endeavor to discover special aptitudes; without

neglecting essentials, cultivate these talents and secure pupils' admission to advanced schools best adapted for special development.

8. Send pupils to school in proper physical and mental condition; regulate food, exercise, rest and relaxation.

9. Train children in prompt and cheerful obedience,

promptness, punctuality, regularity, order and attention, to the end that the teacher's time may not be diverted from instruction to discipline.

10. Place the onus of responsibility upon the child;

hold him accountable for results.

TEACHING CLEANLINESS.

The poison of some of the common and also of some of the most loathsome diseases are frequently contained in the mouth. In such cases anything which is moistened by the saliva of the infected person may, if it touches the lips of another, convey disease. The more direct the lips of another, convey disease. contact the greater the danger.

It is the purpose of health officials to keep in isolation all persons having communicable diseases during the time that they are infectious. But in many cases this is impossible. Little restraint is put on certain mild diseases, as measles, whooping cough, chicken pox and mumps; and even such diseases as diphtheria, scarlet mumps; and even such diseases as diphtheria, scarlet fever and tuberculosis are frequently so mild as to be un-noticed, and the children affected with them mingle freely with others. It is probable that in such cases one of the chief vehicles of contagion is the secretion of the mouth and nose. It is believed that much can be done to prevent contagion by teaching habits of cleanliness. But if instruction is to be effectual it must be continuous. But if such teacher must notice and correct violations of those rules as habitually as the violation of the formal school rules are corrected.

Even if the question of disease and contagion did not enter into the matter at all the subject ought to be given more attention by teachers. Our schools should not only teach reading, writing and arithmetic, but it is perhaps quite as important that they should inculcate cleanlines, refinement and manners. Cleanliness should decency, be taught for its own sake, even if it had no relation what-

ever to health.

THE PASTOR'S CHIEF CARE. By Msgr. Lavelle, New York.

The following suggestions to pastors are offered by Rt. v. Msgr. Lavelle, New York, as being essential to the maintenance of true Catholicity and real spirituality in the parochial schools:

-Keep a close eye on the thoroughness of the Firstreligious instruction in all classes, from the lowest to the

"Second-Explain the Catechism to the children once a week, either by himself or by his assistants, or, better still, by both; but not, as a rule, take the detailed teach-

still, by both; but not, as a rule, take the detailed teaching of the Catechism from class teachers.

"Third—Supervise the preparation for the first Holy Communion and Confirmation, giving the final examination himself, after the children have passed their teachers satisfactorily; and provide a good retreat conducted by priests. Many believe it is good to separate the Confirmation from the Holy Communion and not to allow the mation from the Holy Communion and not to allow the children to be confirmed until at least a year after they have made their first Holy Communion. Of course this holds only in places where Confirmation can be administered annually or nearly so.

"Fourth—Have regular and inflexible days for the Con-

fessions and Holy Communions of the children; every month for those who have made their first Holy Com-munion, and every three months for those who made their Confession. Some allow the children to go every month during the year immediately preceding their First Holy Communion. Much care, and often something approaching to registration, are needed with regard to the Confessions. Otherwise a large number of children are liable to

stay away for a long time.

"Fifth—Have a medal for Christian Doctrine which shall be the chief prize of the school, and which shall be opened to competition, not for the senior classes alone, but for a considerable number of the upper grades. The examination for this medal soluld include Bible History, Church History, and even Polematics, as well as the Catechism.

Following are some of the suggestions made by Msgr.

Lavelle in connection with the relation of pastors to the

discipline of the school: "First-The detailed -The detailed discipline is best left, like the teaching, in the hands of the principals and teachers. But the pastor can be very efficient by insisting upon a very high standard of character and conduct and by being al-"Second—He can teach the teachers that the main pro-

moters of true discipline are affection, the faculty of being interesting, politeness and control of temper on the part of the teachers themselves."

MEANS OF CONTAGION AMONG CHILDREN. Gov. Pardee (California).

You know, of course, that many diseases are contagious and infectious; and everyone of us hesitates about using public drinking vessels. But are the drinking cups in your schools always clean? Are they, when not in use, immersed in running water? To be certain of their inte tir w

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immersed in running water? To be certain of their innoxiousness, they ought to be.

And how about slate pencils and pencil holders, which
are so frequently found in children's mouths? Are they
kept, each separate and distinct, and are they disinfected,
as they easily may be? There can be no doubt but that
many a child ha sgone to its grave from diphtheria and other zymotic diseases acquired from the promiscuous use of pencils, penholders, books, slates, and the general

use of pencils, penholders, books, slates, and the general paraphernalia of the schoolroom.

The last time I visited a schoolhouse I found the children's hats and wraps hung in a dark and unventilated hallway; and the smell of the wet garments, seething in the warm air, was not inviting. I asked the principal if every child had its own particular hook upon which to hang its outer garments, and was told that such was not the case. My inquiry as to why the hallway was not ventilated or a ventilatable room given up to use as a but tilated or a ventilatable room given up to use as a hat and cloak room, was met by the assertion that the board of education, although repeatedly asked to do so, had not granted the request. Every time I think of those hats and coats promiscuously hung in that damp, warm, dark, unventilated hallway, I wonder how many of those children have died from diphtheria, scarlet fever, measles and the like, to say nothing of little things that, while annoying, are not necessarily fatal, like the slow-crawling things and the various scalp diseases that may be communicated by means of hats and caps and bonnets.

PRIMARY PHYSICAL EXERCISES.
Louise Cawfield.

Louise Cawheld.

I consider all muscular exercises beneficial to brain workers. The younger the child, the more need there is for relaxation. Outdoor games I consider a necessity. Class room exercises are very beneficial, particularly to the young. There should be plenty of opportunities for ventilation in all classrooms, so that pupils may go near the open windows after study for a brief recess, and included in breathing leg and arm exercises. After brain and compared the property of the dulge in breathing, leg, and arm exercises. work there should be a brief period of bodily exercise. I think that in the lower classes, among the younger pupils, there should be physical exercise every fifteen minutes at first; then every thirty minutes; then every hour. I have found it a good scheme to say to my class after a period of study: "Children, do anything you like for five minutes." Of course, I do not allow any mischievous period of study: minutes." Of co

It is also a good idea when young pupils have been seated for thirty or forty minutes, to let them stand up for a few moments; open the windows, and allow the little ones to approach them for fresh air. Let them stretch themselves by standing on their toes, and "teetering" up

and down

That the all-wise Creator intends man's physical and mental cultivation to correspond, is proved unmistakably by the almost unlimited development of which the human frame is capable; and that man, too, has realized its necessity is plainly shown by the number of gymnasiums and schools of physical culture throughout the country.

The primary grades receive the child fresh from the unbounded freedom of home; its lithe, little body, un accustomed to the least restraint, is now obliged, by the routine of school duties, to stay for one, or even two hours, at its desk. Upon the intelligent, tactful teacher it now devolves not to repress movement in the growing child, but by judicious exercising, to wisely encourage and direct it.



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Inculcation of Religious Principles in General Ceaching.

By a Sister of Thy Holy Names of Jesus and Mary.



Our Divine Savior, when giving His command, "Go, teach all nations," looked out over the universe through teach all nations," looked out over the universe through time and space and beheld the army of devoted workers who would continue the labors of that noble band of twelve, and He rejoiced. He saw the Christian home and the Christian school rise up beside the church to help in the great work, thus securing a sure protection for His cherished little ones.

That Christ's idea may be carried to completion. this Trinity of Institutions must form a unity having for its object the salvation of souls. The links in the chain that connects the school with the home and both with the church were forged in the furnace of God's love when He thought of creating the world and making man its master. To break this chain is to frustrate God's design; thus we see how important it is for parents in the home and teacher in the school to work in harmony with the pastor to whom Christ especially confided the mission of instructing. As in our church the Holy Sacrifice is continually offered, so from the altars of home and school should rise the incense of love and

labor and prayer.

It is no easy task to obtain and preserve this close It is no easy task to obtain and preserve this close minon between home and school. It implies obligations on the part of both parents and teachers. Our object is not to dwell upon these duties. We shall only say in passing that much is obtained from the sympathy a teacher shows on certain occasions. A kind message or a visit in time of sickness, with the assurance of the prayers of the pupils, an interest manifested when told of the joys that come to the family, a quiet straightforward talk with mother or father whose little ones are falling below the desired mark, either in conduct or in lessons, a consoling spiritual bouquet offered by the class when the Angel of Death summons either pupil or parent—often a suggestion only is needed to have each scholar in the grade contribute towards a Mass for the repose of the dear departed. The memory of such favor wins the respect, while inspiring gratitude.

What part does the Religious Teacher take in the

God-given work of instructing? What are the means at her disposal for this task? These questions have been asked and pondered by every Religious Teacher since the beginning, and we are now to consider this old yet ever new problem of how, while teaching even the profane branches, we shall give to the mind strength; to the will, power; to the conscience, steadfastness; to the

soul. purity of intention.

Christ the Model for Religious Teachers.

Taking Christ as our model, let us imagine ourselves in His school, the hill slopes of Judea. We find a motley assemblage—the Scribe and Pharisee, the Republican and Sinner—those who admired and loved, those who despised and hated Him. He first instructed and exhorted; but never interfered with liberty of action and never seemed the least disturbed about the results. How much patience is needed to follow Him in this, even from afar!

To impart knowledge, the Religious Educator must first have learned it from the Divine Model who one day whispered to her soul "I am the way which thou must Holiness is absolutely necessary to all who are in teaching. Founders of Religious Communiengaged in teaching. ties, realizing this truth, have placed the personal sanctifi-cation and perfection of each member above the duty

of imparting instruction.

The Christian teacher whose hopes for success are centered neither in book or method but on God alone, may step confidently into the classroom, and when she opens the door she must at the same time open her heart to receive her pupils; for she can do good to souls only in proportion as she loves them. Soon the natural virtues

and talents of her scholars will become apparent to her consciousness, for the most part, unexpectedly. These happy qualities must it is true, struggle for existence with the budding passions, yet, under firm, gentle, sympathetic, loving care they will live and grow preeminent.

To teach the children so to think and to will that their lives may be less unlovely, less material, their little world better because they have lived; to cultivate their imagination; to awaken confidence in their Godgiven abilities and to instill a desire for self-improvement after leaving school-this is our aim. We must begin by making the child know that he is a twofold being; the natural, a union of body and soul that lasts for a with God. The only real possession therefore, is the soul with its powers of memory, understanding and will; its supernatural dowry of faith, hope and love that make it reach out and feel its relationship with its Father in Heaven. This soul must be nourished and strengthened by means of prayer and the sacraments. "To pray well by means of prayer and the sacraments. "To pray well is to live well," says St. Augustine. Bring the children into personal contact with Christ by a constant revealing of His human life as an ideal of perfection, never to be reached absolutely, but relatively within the attainment of even the least gifted, the most recalcitrant. Show how His life was prayerful, how He looked up to Heaven before every work, how He prayed during the day and at night, in the Garden and on the Cross. If he made prayer a divine precept, He set the example. Has He not said: "Ask and you shall receive?" His promises are unfailing.

Inculcating Pious Habits.

Children are encouraged by a zealous teacher to assist daily at the Holy Sacrifice of the Mass, or at least during special seasons—Lent, the months of May and June-so that they may hold to the practice in after This attendance should not be made a task, or a perfunc-This attendance should not be made a task, or a perfunctory fulfillment of duty, but a privilege. Anecdotes and stories of favors obtained and virtue made firm by such attendance never lose power to persuade. The first act on entering the class will be to make the sign of the cross with holy water; the first official word spoken, the Offering to the Sacred Heart, renewed before and after recreations and at change of study with "O my God, we are about to perform this action for Thy sake, please give us Thy holy benediction." This conduces to a habit of prayer. Pupils see how simple it is to have pleasure and duty, joy and sorrow find an echo in heaven. pleasure and duty, joy and sorrow find an echo in heaven. Every opportunity is seized upon to convey the fact that a pure heart goes out unburdened to its Creator and is a pure neart goes out unburdened to its Creator and is ever united with Him. By example and precept, obedi-ence, truthfulness, honesty and charity are taught, and by contrasting these virtues with their opposing vices, the teacher will strengthen the feeble hold on the former and lead towards fear of the latter. Soon, very soon, the child alone deprives the soul of interior joy and severs the bond of friendship with God.

Of course the teacher's greatest aid in rooting out the evil inclinations of young hearts and sowing the seeds of virtue is the Catechism lesson. So important is this subject that its treatment is a feature of every Catholic Teachers' Institute and we shall not infringe on the

territory already so favorably pre-empted by abler pens.
Sodalities for boys and girls are active aids for good in
our schools. The candidates after due discipline or prepour schools. The candidates after due discipline or preparation, kneel before the alter, publicly declare their wish to join a society, and promise with God's help to obey the rules. Though these rules are few and their obligations light, they inculcate the idea of the sacredness of a promise. The faithful accomplishment of self-imposed duties is ennobling. A demand for boys and girls, men and women of their word is universal. Frequent reception of the Sacraments of Penance and Holy Eucharist, with the teacher's help in preparation, the offering of the Mass as often as society funds will permit, the Apostleship of work and study, the prayers in common, the encouragement of example and the fear of giving a bad impression, tend to strengthen the soul in habits of welldoing; while the director by his instructions, spurs on the members to exscel in holiness. Visiting sick or dying members, attending the funeral in body, having the Holy Sacrifice offered for the repose of the departed, or the annual Mass for all deceased Sodalists—do not these practices foster fraternal charity? Sodalities also render the fifth precept of the church practical to youth; either by allowing them to help in the care of sanctuary and altars, to assist the choir, or in time of need, with some help from their guides, to become earnest workers in raising funds for church purposes. Young people so trained, become parishioners on whom a pastor can depend, and contribute to that apostleship of the laity, so appreciated by priests throughout the land.

Consideration of Home Conditions.

Our pupils come from various homes. Blessed, thrice blessed is the child who learns at mother's knee the chief duties of a Christian. But how often is the careless or worried or overworked parent only too glad to divide the responsibility, or to shift it entirely upon the instructor. These less favored children must obtain more assiduous culture. The environment of the school must be made to tell upon them far more than on their favored companions. Cleanliness and neatness are first exacted. Bright cheerful classrooms beautified by the Crucifix, Statues of the Sacred Heart, Our Blessed Mother, St. Joseph or the Guardian Angel, flowers, potted plants, pictures that speak to the soul, mottoes that raise the heart to higher levels—all are calculated to leave a lasting impress on the child's mind. True, he may return to the poor or neglected home, but an ideal has been set before him to which he can revert, and which he can when circumstances favor, attain or surpass.

Every child in the city finds in the streets, the cheap

Every child in the city finds in the streets, the cheap shows, the newspapers and pleasure grounds, attractive enemies that quickly teach irreverence and disobedience. Home and school should unite to make reverence and obedience regal in the child's life, As from the manger to the cross Christ willingly obeyed His Father, so should every pupil be incited to obey. The will should be trained to fulfillment of duty as made known by conscience. Children readily perceive that nature follows a Supreme law hence they can be led to understand that when man disobeys God, he is submitting to a power far less worthy, either his own natural baseness or the arch-

enemy.

Oh! the sad story heard over and over of the dear old father and mother cast aside by those who should love and care for them because they are unlettered, old fashioned, hard working or unpolished. We have to acknowledge that American youth is rapidly reversing the fourth commandment. What can we educators do to stem this current that threatens the home? The life of Jesus of Nazareth can be made a treasury from which to draw practical lessons not alone on loving respect and obedience but on contentment, frugality, punctuality, neatness and order, these minor virtues that go to make of home the "golden setting in which the brightest jewel is mother." Boys and girls can be encouraged to share the home duties and thus lighten mother's work; to give her the delicate, thoughtful attentions that will keep her heart young; to make her a participant in their joys by recounting all the pleasing incidents of their recreations away from home. When we have done our best to instil the love of home and mother, we can but leave results to Him who holds all hearts and turns them as He wills.

Appreciation for Education and Better Things.

At a very tender age the majority of our pupils, either through necessity or choice, are brought face to face with material aims centering in the mighty dollar. Perceiving the constant need of money, they form an exaggerated idea of its power. Their minds are early planning how to earn, encouraged very often, alas, by parents who, having attained more or less success with but little education, think their children can in a similar manner carve out their own fortunes. How difficult to make young people see that wealth can buy praise and flattery, but not respect and love; position, but not honor; books, but not a noble mind to enjoy them, a house, but not the

happiness that makes it a home—in a word that it can purchase material, but not moral or spiritual benefits. No one gainsays that money provides many a treasure; youth must be taught that the acquisition of wealth is not life's purpose. A greater wealth lies within. Every talent and virtue, if cultivated, contains within itself the power to yield a hundredfold. Every avocation, all grades of society are included in God's plan for the happiness of His creatures. He speaks to a soul and lo, the home is founded, the sanctuary or the cloister echo to the tread of faithful followers of Christ, the temple of science and the emporium of commerce rear high their fronts; hither to uninhabited regions smile with golden harvests, busy wheels whirr, harbors become a forest of masts gay with pennons of all nations. Oh this wonderful interdependence of men and their entire dependence on their Maker! Our children must through patient effort apprehend and believe that what men have, is not what men are, that if true to themselves they will be rich in God's blessing. To obtain this smile of approval from the Master Benign, they need only form the habit of working beneath His eye and find, as the author of Gold Dust says, "something in the very though like a sheltering rock."

If the teacher must train men and women according to God's heart, she can only make use of the tools of her profession. And what are those? The studies of which she is engaged to impart the elements. Yes, as a witty Catholic speaker has said, "The three R's must never be separated from a fourth. We need in addition to Reading, 'Riting and 'Rithmetic, the crown study of Religion.

Directing Outside Reading.

Books have ever been a powerful aid in lifting a people from barbarism to culture and refinement. Indeed it were difficult to measure the influence of a good or a bad book on character. It has been well said that more souls are lost from reading bad books than there are bodies slain in battle. We all have heard repeated how St. Ignatius was led to his noble work through the perusal of the Lives of the Saints. The advantage of reading in training and informing the mind cannot be estimated; but in order to secure lasting benefits, the child must be guided in his selections and learn by degrees to read, not merely to while away the hours, but to say with Father Ryan:

Father Ryan:

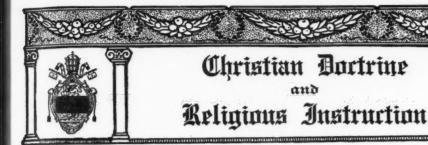
"Better than gold is a thinking mind,

That in the realms of books can find
A treasure surpassing Australian ore,

And live with the great and good of yore." The literature and reading classes are means to this end. There the young minds are stored with food for elevating thought to help in time of temptation or discouragement. The tales that have pleased so many past generations should not be passed by. A classic fable conveys its moral as convincingly now as when first repeated. The influence of "Poor Richard" is rife in these United States; but there are proverbs wiser than his. Not unusual is it today to find children ignorant of fairy lore. Few know of Robinson Crusoe, fewer still of the Arabian Nights or the stories of Chivalry. The time honored ballads also are an essential part of our heritage, and as such should be made known. Literature study as now outlined in most curricula gives excellent prac-Indeed, a leading work when correlated with geography, history and biography cultivates a class far more than many books read with no further aim than to read the last page. In this connection, since our scholars are to mingle with the world Catholic and otherwise, they should not remain ignorant of our Catholic periodicals. If the teacher refers frequently to the diocesan paper, if she reads an anecdote, a poem or a timely article, will awaken an interest in these papers and make their perusal habitual. Besides, what a wealth of opposite examples from real life she will find for example in the Ave Maria or the Messenger of the Sacred Heart, to mention no others. Many of these weeklies or monthlies enter the children's homes. Inquire after them, see if they have been regularly read, encourage their circulation in the classroom and you have done much to counteract the seduction of harmful or entirely secular publications.

Importance of School Libraries.

Classroom and Sodality libraries, these indispensable supplements to home and school training should offer instead of the unwholesome fiction of the day, stories that furnish high ideals. Their shelves should contain lives (Continued on prge 156)



ELEMENTARY RELIGIOUS INSTRUCTION.

Prepared by Committee of New York Catholic School Board.

PRAYERS.

The Lord's Prayer. The Lord's Prayer.

Our Father, who are in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen. The Angelical Salutation.

Hail Mary, full of grace! the Lord is with thee: blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

The Apostles' Creed. The Apostles' Creed.

I believe in God, the Father Almighty, Creator of heaven and earth; and in Jesus Christ, His only Son, our Lord; who was conceived by the Holy Ghost, born of the Virgin Mary, suffered under Pontius Pilate, was crucified; died, and was buried. He descended into hell: the third day He arose again from the dead: He ascended into heaven, sitteth at the right of God, the Father Almighty; from thence he shall come to judge the living and the dead. I believe in the Holy Ghost, the Holy Catholic Church, the communion of Saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.

The Confiteor.

The Confiteor. The Confiteor.

I confess to the Almighty God, to blessed Mary, ever Virgin, to blessed Michael the Archangel, to blessed John the Baptist, to the holy Apostles Peter and Paul, and to all the Saints, that I have sinned exceedingly in thought, word and deed, through, my fault, through my most grevious fault. Therefore I beseech blessed Mary, ever Virgin, blessed Michael the Archangel,

blessed John the Baptist, the holy Apostles Peter and Paul, and all the Saints, to pray to the Lord our God for me.

May the Almighty God have mercy on me, and forgive me my sins, and bring me to everlasting life. Amen.

May the Almighty and mericiful Lord grant me parallel and the saints. don, absolution, and remission of all my sins. Amen.

An Act of Faith.

O my God! I firmly believe that Thou are one God in three Divine persons, Father, Son, and Holy Ghost; I believe that Thy Divine Son became man, and died for our sins, and that he will come to judge the living and the dead. I believe these and all the truths which the Holy Cetholic Church teacher. Catholic Church teaches, because Thou hast revealed them, who canst neither deceive nor be deceived.

An Act of Hope. O my God! relying on Thy infinite goodness and promises, I hope to obtain pardon of my sins, the help of Thy grace, and life everlasting, through the merits of Jesus Christ, my Lord and Redeemer.

An Act of Love.

O my God! I love Thee above all things, with my whole heart and soul, because Thou are all-good and worthy of all love. I love my neighbor as myself for the love of Thee. I forgive all who have injured me, and ask pardon of all whom I have injured. of all whom I have injured.

An Act of Contrition.

O my God! I am heartily sorry for having offended Thee, and I detest all my sins, because I dread the loss of heaven and the pains of hell, but most of all because they offend Thee, my God, who art all-good and deserving of all my love. I firmly resolve with the help of Thy grace, to confess my sins, to do penance, and to amend An Act of Contrition. my life.

IMPORTANT SUBJECTS IN CATECHISM.

Although the entire Christian doctrine is to be explained in catechetical instruction, and it is a mistake to omit distinct parts as too difficult for the comprehension of children, yet there are some subjects of special practical importance for supernatural life and hence of special necessity for Christian instruction.

necessity for Christian instruction.

The principal external practices of Christian life are the reception of the sacraments of Penance and the Eucharist, the attendance at holy Mass and other acts of divine worship. The interior life of the Christian has for its basis and essence the acts of the three divine virtues; faith, hope and charity. Therefore these acts must receive the sacratic attention of the categories. its basis and essence the acts of the three divine virtues; faith, hope and charity. Therefore these acts must receive the special attention of the catechist. The children must be well instructed concerning what is required to excite in the proper manner these acts of faith, hope and charity, contrition, and all other religious acts and affections. These acts are expressed in the ordinary prayers taught the child. The first thing necessary, then, for the child is to learn these prayers. But this is only the beginning. The catechist must explain the reasons, the formal object, the protitor of these acts in detail and in an unctuous the motive of these acts, in detail, and in an unctuous manner, and thus lead the children to the practice of exciting these supernatural acts then and there in their hearts. It is very difficult for most men to consider and ponder on supernatural truth. This difficulty is easily removed by teaching children in a practical manner how to do this. The catechist must not point out in a cold and careless manner the supernatural motives of these acts, but must inculcate them clearly, vividly and impressively, and thus excite in the hearts of the children the dispositions expressed by these formulas. This is not a difficult task, provided the catechist himself possess and cheish in his heart these dispositions. The heart of the child is very easily impressed and opened to the action of grace.—Rev. Boniface Luebbermann. the motive of these acts, in detail, and in an unctuous

USE OF OBJECTS IN RELIGIOUS TEACHING.

How often have we not felt dissatisfied with our efforts to bring home to the minds of children the truths of our holy religion We find it so hard to speak in the language of childhood; we find it so difficult to frame our thoughts in words so simple that our young hearers may grasp what we wish to convey

what we wish to convey.

In this connection we may learn a lesson, I think, from modern educators, who insist so strongly on the use of the concrete instead of the abstract in all secular branches where possible. Nowadays the most recondite problems in geometry are made clear by means of charts and blocks and illustrations. The eye as well as the mind helps the pupil to master the principles of this science. Why should we not introduce this same method into our religious instructions? The market is filled with prints and pictures, inexpensive and attractive, which will serve to convey all the elementary notions of religion. The crucifix and the statue of our Blessed Lady will be the first books from which they will learn to love our Blessed Lord and His holy mother. And since the great God of nature has placed His divine impress on all the objects above us and around us, every flower and leaf and twig and blade of grass may be made to speak to the child a lesson of religion. The instructor should not simply allude to these objects. He should import them into the classroom, hold them up before his audience, thus to fix their gaze and attention—Rev. James F. Nolan (Supt. of Schools, Baltithe concrete instead of the abstract in all secular branches tention .- Rev. James F. Nolan (Supt. of Schools, Baltimore).

"To show in what ways the Inspired Writings are of practical use to Christian life, to mark their application to conduct as they are perused by the youthful reader, is to render a great service to our Holy Religion."—Cardinal

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The Blessing Before Meals.

Bless us, O Lord! and these Thy gifts, which we are about to receive from Thy bounty, through Christ our Lord. Amen.

Grace After Meals.

We give Thee thanks for all Thy benefits, O Almighty God, who livest and reignest for ever; and may the souls of the faithful departed, throug the mercy of God, rest in peace. Amen.

[Note.-Teachers must be careful to explain words and

meaning whenever necessary.]

LESSON I.

1... Who made the world? God made the world. Who is God?

God is the Creator of heaven and earth, and of all things

What is man?

Man is a creature composed of body and soul, and made to the image and likeness of God.

LESSON II.

4. Why did God make you?

God made me to know Him, to love Him, and to serve Him in this world, and to be happy with Him forever in heaven.

What must we do to save our souls?

To save our souls we must worship God by faith, hope, and charity; that is, we must believe in Him, hope in Him, and love Him with all our heart

6. How shall we know the things which we are to

believe?
We shall know the things which we are to believe from the Catholic Church, through which God speaks to us.

LESSON III.

7. Where shall we find the chief truths which the Church teaches?

We shall find the truths which the Church teaches in the Apostles' Creed.

Had God a beginning? God had no beginning. He always was and He always will be.

Where is God? 9.

God is everywhere. If God is everywhere, why do we not see Him? We do not see God because He is a pure spirit and

LESSON IV.

cannot be seen with bodily eyes.

11. Does God see us?

God sees us and watches over us.

Does God know all things?
God knows all things, even thoughts, words and actions. even our most secret

13. Can God do all things?

God can do all things, and nothing is hard or impossible to Him.

LESSON V.

14. Is there but one God?

Yes; there is but one God. How many persons are there in God?

In God there are three divine Persons, the Father, the Son, and the Holy Ghost. Is the Father God?

The Father is God and the first Person of the Blessed Trinity.

Is the Son God? 17. The Son is God and the second Person of the Blessed Trinity.

Is the Holy Ghost God?
The Holy Ghost is God and the third Person of the
Blessed Trinity.

19. What is the Blessed Trinity?

The Blessed Trinity is one God in three divine Persons.

LESSON VI.

20. What are Angels?

Angels are bodiless spirits created to adore and en-

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joy God in heaven.
21. Who were the first man and woman?

The first man and woman were Adam and Eve 22. Were Adam and Eve innocent and holy when they came from the hand of God? Adam and Eve were innocent and holy when they came from the hand of God.

23. Did Adam and Eve remain faithful to God?

Adam and Eve did not remain faithful to God; but broke His command by eating the forbidden fruit.

LESSON VII.

What befell Adam and Eve on account of their sin? Adam and Eve on account of their sin lost innocence and holiness, and were doomed to misery and death.

25. What evil befell us through the disobedience of our

first parents? Through the disobedience of our first parents we all inherit their sin and punishment, as we should have shared in their happiness if they had remained faithful. 26. What is the sin called which we inherit from our

first parents?

The sin which we inherit from our first parents is called original sin.

Was anyone ever preserved from original sin? Yes; the Blessed Virgin Mary, the mother of Jesus Christ.

LESSON VIII.

What is actual sin?

Actual sin is any wilful thought, word, deed, or omission contrary to the law of God.

What is mortal sin?

Mortal sin is a grievous offense against the law of God What is venial sin?

Venial sin is a slight offense against the law of God.

LESSON IX.

Did God abandon man after he fell into sin? God did not abandon man after he fell into sin, but

promised him a Redeemer.
Who is the Redeemer?
Our Blessed Lord and Saviour Jesus Christ is the Redeemer of mankind

What do you believe of Jesus Christ?

I believe that Jesus Christ is the Son of God, the second Person of the Blessed Trinity, true God and true man.

What do you mean by the Incarnation?

By the Incarnation I mean that the Son of God was made man,

On what day was Christ born? Christ was born on Christmas day in a stable at Bethlehem, nearly nineteen hundred years ago.

LESSON X.

36. What did Christ suffer?

Jesus Christ suffered a bloody sweat, a cruel scourg-ing, was crowned with thorns, and was crucified

On what day did Christ die? Christ died on Good Friday

Why did Christ suffer and die? Christ suffered and died for our sins.

On what day did Christ rise from the dead? Christ rose from the dead, glorious and immortal, on Easter Sunday, the third day after His death.

on Easter Sunday, the third day after His dealer After Christ had remained forty days on earth, whither did He go?

After forty days Christ ascended into heaven, and the day on which He ascended into heaven is called Ascension day.

CLASS INSTRUCTIONS ON SIN, CONFESSION AND THE COMMANDMENTS.

Adapted from Outline Studies Recommended to Teachers by Cardinal Vaughan.

[Note.—The points in explanations are numbered to facilitate questioning pupils.]

L-SIN.

Sin: Definition.—1. Sin is an offense against God, by any thought, word, deed, or omission, against the law of God. 2. A sin of thought is to think evil, as to think with desire on what is wicked. 3. A sin of word is to speak evil, as to tell a falsehood. 4. A sin of deed is to do an evil action, as to take unjustly what does not belong to us. 5. A sin of omission is to leave a duty undone, as not us. 2. A sin of ormssion is to leave a duty undone, as not attending school, or what is a great deal worse, for it is a mortal sin—not going to Mass on Sunday through your own fault. 6. The "law of God" means the ten commandments of God, and the six commandments of the Church.

ments of God, and the six commandments of the Church.

7. The commandments teach us what we must do, and what we must avoid.

8. We practice virtue when we keep the commandments; we commit sin when we break them.

9. There are two kinds of sin, original sin and actual sin.

Original Sin.—10. Original sin is the sin we inherit from Adam, our first parent.

11. All children are born in original sin, and it remains on them until they are baptised.

12. The sin committed by Adam was the sin of disobedience, when he ate the rorbidden fruit.

13. Through Adam's sin death came into the world, as well as all the other miseries of life. 14. Labor, pain, sickness for the body: 15. ignorance and weakness for the soul; also the drawing away of the soul from what is good, and the in-

clining it to evil.

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iers to Actual Sin.—16. Actual sin is every sin which we ourselves commit; it is divided into mortal sin and venial sin. (1.) Mortal Sin.-17. Mortal sin is a grevious offense

(1.) Mortal Sin.—17. Mortal sin is a grevious offense against God. 18. Mortal sin kills the soul and deserves hell. 19. The soul has two lives—a natural life, and a supernatural life. 20. The "natural" life of the soul is the life it receives when it is created, and which it will never lose. 21. The catechism speaks of this natural life when it says: "When I say that my soul is immortal, I mean that my soul will never die." 22. The "supernatural" life of the soul consists in the soul possessing the grace of God. 23. Mortal sin kills the soul, because it robs it of constituting grace—a soul without sanctifying grace is dead. sanctifying grace—a soul without sanctifying grace is dead in God's sight. 24. To fall into mortal sin is the greatest of all evils; they who die in mortal sin will go to hell for

al eternity.

25. Mortal sin, while we are in it, also makes us lose the eternal reward we should have, for all the good works we have done in a state of grace. 26. This is called taking away the "merit" of our past good works, so that we can claim nothing for them. 27. Besides, this, all the good claim nothing for them. 27. Besides, this, all the good works we do, when in a state of mortal sin, merit no supernatural reward whatever. 28. We can only merit for heaven when we are God's friends, and by mortal sin we are His enemies. 29. But we must not therefore omit to do good works, for although good works cannot at this time merit for heaven, they are still able to draw down upon us many actual graces to help us to repent, and to preserve us from misfortunes.

30. Three things are necessary for a mortal sin; a grevious matter, sufficient reflection, and full consent of the will. 31. These three things are the condition of mortal sin, and they should be understood. 32. (1) For a sin to be mortal there must be a grievous matter, that is, the thought, word, act, or omission must be something of serious importance. 33. (2) There must be a sufficient research the state of flection, that is, the mind must have a clear knewledge of the malice of the sin about to be committed. 34 (3) There must be full consent of the will, that is, an entire agree-ment to the committal of the sin. 35. If any of these conditions are wanting, the sin is not mortal-it may be simply a temptation to sin, which has done no injury to the soul, or it may be a venial sin, which injures the soul, but without killing it.

Venial Sin .- 36. Venial sin is an offense, which though it does not kill the soul as mortal sin does, yet displeases God, and often leads to mortal sin. 37. It is called pleases God, and often leads to mortal sin. 37. It is called venial sin because it is more easily pardoned than mortal sin. 38. Venial sin injures and weakens the soul, by impeding closer friendship with God. 39. Venial sin also prepares the soul, little by little, to commit mortal sin. 40. It does this by making it get used to sin, and taking from it the fear it ought to have of offending God. 41. Venial sin brings many serious punishments with it. 42. Sickness, grief, and trouble, in this world, are often sent as punishments for venial sin; in the next world, Purgatory is the punishment for venial sin.

II.—SACRAMENT OF PENANCE.

Penance: Definition.—43. Penance is a sacrament where-

Penance: Definition.—43. Penance is a sacrament whereby the sins, whether mortal or venial, which we have committed after Baptism are forgiven. 44. All actual sins, both great and small, are forgiven by the Sacrament of Penance:

ance. 45. Baptism must be received before Penance, because the soul is not capable of receiving the other sacraments, until it has been cleansed by Baptism from original

ments, until it has been cleaned by Dapasan and Sim-Outward Sign.—46. Every Sacrament has an outward sign or visible part, as well as institution by Christ, to give grace. 47. The outward sign of Penance consists (1) of the acts of the penitent, namely, Contrition, Confession, and Satisfaction; (2) of the words pronounced by the priest while forgiving sins—or the absolution. 48. Contrition, Confession, and Satisfaction, are "acts" of the penitent, because they are done by the penitent himself, before the because they are done by the penitent himself, before the priest may absolve him. 49. The person who goes to Confession must bring to the Sacrament Contrition, or being sorry for his sins; Confession, or telling his sins; Satisfaction, or the intention to perform the penance given him by the priest. by the priest.

(The acts of the penitent are called the Matter of Penance, the absolution is the Form of Penance; the Outward Sign is divided into Matter and Form. For the younger pupils this point may be passed over.)

1. Acts of the Penitent—Part of the Outward Sign of

Penance.

1. Contrition (First Act of the Penitent) .- 50. Contrition is a hearty sorrow for our sins, because by them we have offended so good a God, together with a firm purpose of amendment. 51. A hearty sorrow is sorrow from the heart; 52. the cause of our sorrow is, that by our sins we have offended so good a God; 53. and the purpose of

nave offended so good a God; 53. and the purpose of amendment is the will to do better for the time to come.

Kinds of Contrition.—54. Contrition may be perfect or imperfect. 55. Perfect Contrition is sorrow for sin arising purely from the love of God. 56. This means that when we have perfect contrition, we love God for His own sake, because He is so good, and that because we love Him, we are sorry for our sins which have displeased Him and we are sorry for our sins which have displeased Him, and we resolve not to commit them again. 57. Imperfect Contrition or Attrition is also sorrow for sin, but coming from some other supernatural motive, as because sin is such a dreadful thing in itself, or because we are afraid of God's punishments.

58. Contrition and attrition are alike in this: that they are both sorrow for sin, and include the will to avoid it in future: they are different in their motives and effects. 59. Their different motives can be seen if we compare the

following Acts:

60. Act of Perfect Contrition.—O, my God, I am very sorry that I have sinned against Thee, because Thou art so good, and I will not sin again. 61. Act of Attrition.—O my God, I am very sorry that I have sinned against Thee,

because by my sins I have lost heaven and deserved hell, and I will not sin again.

62. The work that a spiritual act does in the soul is called its Effect. 63. The effect of an act of perfect contrition is of special value, for by perfect contrition our sins are foreign immediately over hopes. are forgiven immediately, even before we confess them; 64, but nevertheless, if these sins are mortal, we are strictly 64, but nevertheless, if these sins are mortal, we are strictly bound to confess them afterwards. 65. Attrition does not do as much—it does not forgive mortal sin by itself, without the priest's absolution. 66. But it remits mortal sin in the sacrament of penance. 67. So that—sorrow for our sins, because by them we have lost heaven and deserved hell, is sufficient when we go to confession.

68. Another effect of perfect contrition is, that it remits a great deal of temporal punishment. 69. Sin brings two evils with it—(1) the stain it leaves on the soul; (2) the punishment it deserves. 70. When the sin is forgiven the stain is removed, and the eternal punishment, which

two evils with n = (1) for some the punishment it deserves. 70. When the sin is forgiven the stain is removed, and the eternal punishment, which the stain is changed into temporal. 71. It may mortal sin merits, is changed into temporal. 71. It may often happen, that after a good confession much temporal punishment remains over. 72. We can make this temporal punishment less, if we excite ourselves to perfect contrition, before we go to confession. 73. Attrition also remits temporal punishment, though in a less degree than

perfect contrition.
74. The Catechism Act of Contrition contains several motives for sorrow, both of contrition and attrition. 75.
We should know the Act of Contrition by heart, and should say it every day at our morning and night prayers.

say it every day at our morning and night prayers. 76. We should also repeat it at once and earnestly, if we have the misfortune to fall into sin at any time during the day. Catechism Act of Contrition.—77. O, my God, I am sorry and beg pardon for all my sins—and detest them above all things—because they deserve Thy dreadful punishments—because they have crucified my loving Savior Jesus Christ—and, most of all, because they offend Thine infinite goodness: and I firmly resolve, by the help of Thy grace—never to offend Thee again—and carefully to avoid the occasions of sin. (To be continued.)

s so Drawing and Handwork For September so s

Edmund Ketchum, State Normal School, Framingham, Mass.

PRIMARY GRADES.

The subject of drawing is something new to most of the little people who come to school for the first time in September. It is a new way of expressing themselves; quite different from talking, or learning to write. There are many ways in which the subject may be first approached; the plan given here is to acquaint the children with certain simple forms and encourage their being copied over and over again as seat work and at the board.

Fig. 1, gives a number of suggestions of things simple

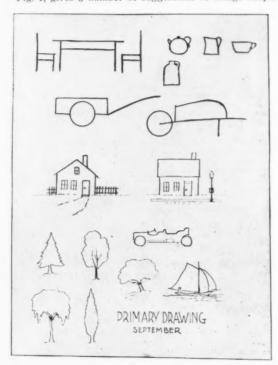


Fig. 1.

enough in form and of certain interest to little folks. braw one of these, or something similar, on the black-board large enough to be clearly seen by all. Let the children see you make the drawing and then let them copy it. Try again and again until they own it, just as for all time. However, long before they have tired of it give them another object to draw.

The wise teacher realizes that the thing to do is to draw, and to keep it up. It matters but little how children hold their pencils, or how they may be sharpened, of the quality of the line produced. Again, the wise teacher is not disturbed with the results; if the average is small at first it should increase as time goes on, and that is proof that it as it should be.

For handwork let the children learn to use scissors, cutting out pictures obtained from newspapers, magazines and catalogues. Pictures which are in outline are best for this work. This practice will help in the October hand-

The plan thus far is especially for the first grade, the second and third may follow a similar course which should include some nature drawing, such as the fall grasses and

Intermediate Grades.

Nature drawing is the subject for the month; the method previously suggested for nature painting can be followed now with the fall flowers. Care should be exercised that the specimens chosen should be simple to

draw that the children may put their best effort on securing the right color, and the kind of strokes that will best characterize the plant. For this work use wax crayons or water colors.

In addition to this have each child make an envelope to hold his year's drawings. Take one of the large manila envelopes with the flap at the end, soak in water until it can be unfolded and shown flat; let the children examine it, see how it is made and experiment with newspapers for practice material until they can make a pattern of the proper size to hold drawings at least nine inches by twelve

Here is a simple problem for the children to consider and gain by their experience power which will be of value a few weeks later.

Meanwhile ask the children to find at home a smooth. clean sheet of wrapping paper and bring to school; when the patter nis finished lay it upon the wrapping paper and trace around it, cut out, fold and paste. Have each child print his name neatly on his envelope. All the envelopes can be kept in a drawer and will hold the year's drawings.

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Grammar Grades.

Nature drawing with pencil is our subject for the month. In June when all the green world was young we tried to show the beauty and grace of the Spring flowers. Now, in September, everything we draw shows its age. It is the difference of childhood and maturity. Every branch has a story written plainly in its structure telling of its struggle with the winds, the summer storms and the burning rays of the sun. This is the story we must tell to others in our drawings.

Make clear to the children that nothing grows haphazard in nature, there is a definite purpose, or reason for everything. Notice how strongly stems are joined to the branches. How the branch grew not straight, like

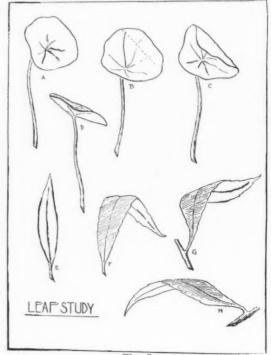


Fig. a pencil, but in angles and slight curves; that it is constantly growing a trifle larger as it nears the ground. The character of its growth is what we must show in our Time will be gained if preliminary practice is given in drawing stems, leaves, flowers and fruit. The illustra-

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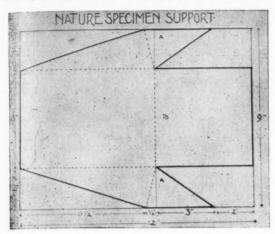


Fig. 3.

Fig. 3.

tion "Leaf Study" (Fig. 2) shows the kind of practice
work to give on leaves. Provide each pupil with a nasturtium leaf; have it drawn as illustrated by A; then
again and across the leaf make lightly a dotted line (B)
turn the edge of the leaf over to correspond with the
dotted line in the drawing and finish (C, erasing the
edge as formerly drawn in B. This arbitrary folding and
drawing of a pliable leaf like the nasturtium will make
clear how to draw leaves as found in nature. Now hold
the leaf as in (D) and draw as you see it.

For another lesson try some lanceolate leaf as the
willow or wild cherry. Draw first laying flat (E), then fold



The Nature Support.

like F and draw. Notice how the midrib gives the direction of the leaf. It is the backbone of the leaf, and if carefully drawn first will make the drawing of the

contour simple.

After this try simple sprays of willow, lilac, apple and pear, etc. The maple and oak are more difficult and are lest not drawn before the average eighth or ninth grades.

The best drawings of this kind can only be had by having the specimen in a natural position. A plan is given here (Fig. 3) which illustrates how a simple support can be made of drawing paper or preferably of a heavy mounting paper. The specimen can be pinned to this in the same position in which it grew.

In making the nature support cut on heavy lines and fold on dotted lines; paste AA under B. This will make a good lesson in handwork and is well forth while. The nature supports may be collected after a lesson and packed together, telescope fashion, for the next time.

Che Business Course

BOOKKEEPING AND OFFICE METHODS.

J. R. Shoemaker.

How many of our business course graduates actually leave the school to go and take hold of the accounts of a firm, and are entrusted with the responsibility of keeping them? I am sure you will agree with me that there is not one out of five—perhaps not one out of ten—that does. I have had some opportunity to observe what is expected of them, and in making such observations I have noticed that there is no particular lack or shortage in their knowledge of booking; in fact, their knowledge of bookkeeping is sufficiently profound, scientific and finished, after what the average commercial course teaches them. I have no doubt if they were asked to journalize a transaction, that wery many or all of them would be able to do it. If they were asked to write up a cash book, or sales book, or an invoice book, or to do the posting into the ledger, I have no doubt but they would do it; but this kind of work in its entirety very seldom falls to them to do. If the pupil be placed direct from the school into the position of a be placed direct from the school mother position to a bookkeeper, he will find that the knowledge of bookkeep-ing may help him to adapt himself to the work at hand, ing may help him to adapt himself to the work at hand, rather than direct it ingeniously. The study then of book-keeping, as I look at it, is a means to an end. It should at least assist the person to understand his predecessor's work, if not to devie new ways and means; while a knowledge of office customs will prepare him to grasp the hundred and one details that fall to the bookkeeper to supervise and his assistants to perform. Such knowledge will materially assist him to better further the best interests of a business than his knowledge of bookkeeping. We of a business than his knowledge of bookkeeping. teach too much bookkeeping and not enough of the auxiliary branches that make the finished and valuable office man.

PROBLEMS OF THE COMMERCIAL TEACHER. H. M. Rowe.

To meet the frequent necessity of including the comof meet the frequent necessity of including the commerical branches in the four-year English high school course, an dat the same time providing sufficient time and opportunity for study and recitation in them, without seriously interfering with the established program, is one of the difficulties which must frequently be met and solved by the commercial teacher; and the task is no small one, and its difficulty is not lessened by the not infrequent in-

difference or open hostility of the principal in charge.

It is well know that longer study periods are required for bookkeeping and shorthand than for other branches. They are both studies where frequent interruptions or short periods of study will seriousyl retard progress. In short periods of study will seriousyl retard progress. In most schools the commercial student must receive instruction in English, correspondence, commercial arithmetic, commercial geography and similar subjects, in the regular course classes, for economical reasons. This but adds to the commercial teacher's trobles.

These conditions have not infrequently caused the failure of commercial instruction in many schools. Under the most favorable co-operation of the principal and the faculty with the commercial teacher conflicts in

and the faculty with the commercial teacher, conflicts in classification and in the school program can generally be overcome, but it is a give and take process at best, generally at the expense of the commercial student.

The ideal arrangement is distinct courses for the Eng-

The ideal arrangement is distinct courses for the clish and for the commercial students, each as nearly entirely separate one from the other as possible. This method, however, requires the employment of more teachers, which is the principal obstacle to its general adoption. It is becoming more and more understood, however, among high school teachers that the usual high school training in English, geography, arithmetic, spelling, penmanship, etc., is not the best training for those students preparing for office employment, and that separate classes in the subjects named, in which special attention is given to the needs and requirements of the commercial student, are much to be preferred.



LANGUAGE WORK.
By An Ursuline Sister (Missouri).

Subjects for composition should be chosen with reference to the capacity and grade of the children. Begin with those that are of interest principally to themselves in their own little world—such as their games and amusements, their pets and favorites among animals, the sports they know most about, the industries they most admire, the happenings of the week or the month, famous persons of their native state, etc.

And from the beginning we should teach them to be definite in their statements, so that, to use the words of an author, the reader or hearer not only may but must understand what they wish to state.

Punctuation is something which children are inclined to undervalue. One way of impressing them with a sense of its utility is to put before them an exercise which when punctuated in different ways expresses a striking contrast in the meaning, e. g.: "Mr. Acton entered on his head, a white hat upon his feet, a pair of well polished boots upon his brow, a dark cloud in his hand, a faithful walking stick in his eye, a menacing glare saying nothing." This paragraph of absurdities may be punctuated to read: "Mr. Acton then entered, on his head a white hat, upon his feet a pair of well polished boots, upon his brow a dark cloud, in his hand a faithful walking stick, in his eye a menacing glare, saying nothing."

Much work and worry might be obviated by giving pupils an outline stating the principal points on which they are expected to write, and, if necessary, a little explanatory

A method of correction which has been used with gratifying results is to indicate errors by means of figures: 1 might mean a word mispelled; 2, a capital letter required; 3, capital wrongly used; 4, word divided incorrectly at end of line, and so on. The papers thus marked should be handed back to the children to be corrected, or rewritten, if they contain many errors. This method lessens the work of the teacher and is very profitable to the pupils.

Children should be taught to regard letters as natural talks on paper—to write as they would speak, but as they would speak at their best. A plan that has proved remarkably successful is having pupils correspond with others of their grade in another school. Letters to real rather than imaginary people—the feeling of direct relation to another "real live" person who is to be pleased, informed, entertained; whose cordial appreciation is to be won, and from whom a personal message is expected to return—all creates a desire to be genial, bright and effective. Letter writing is to be commended for its intrinsic value in stimulating thought and its ultimate utility in exciting cinterest. Whatever may be our station, we must necessarily comply with the demands of social and business life, hence it should be our earnest endeavor to prepare our pupils to meet these requirements.

The object of language, whether written or oral, is to convey to the minds of others the ideas we would have them comprehend as they exist in our own little world of thought; and there is a good deal of truth in the words of Professor March, who says that good habits of speech are caught rather than taught. If a pupil works out a mathematical problem incorrectly you can show him his error and explain what is wrong; but you may find several pages of faulty language and be unable to point out the errors. It is not one word or sentence that should be changed—the whole paper must be remodeled, and even when that is done it is probable that the pupil will not comprehend the reasons for half the changes made.

Consequently, no matter how many rules may be laid down, or how many suggestions offered, a vast deal must be left to the tact and judgment of the individual teacher. She must consider the capacity of her pupils; their surroundings, which means practically their opportunities; the extent of their knowledge when they came under her direction, etc., etc.

Therefore, we repeat that of all the studies on the parochial school program none requires more personal

effort on the part of the teacher than does the study of language. But its importance is commensurate with its difficulties.

By W. D. L----

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The work in literature should be of two kinds; that which is done in school with the aid of the teacher, and that which is done at home under her guidance. It goes without saying that pupils can read more difficult matter with the explanation of the teacher than alone. Classes, therefore, should be supplied with sets of books containing the works of the standard authors, bot hin the form of selections, like the two series hereafter recommended as the basis of the work, and complete editions of great pieces of literature, like Robinson Crusoe, which are especially adapted to children.

The children in the primary grades are interested in fairy tales, fables, and myths far beyond their ability to read. A great many of these stories should be told them, and they shall be encouraged to repeat the stories and to comment upon them, thus furnishing material for language work. Other stories should be read to them, and they should be led to see the purpose of learning to read.

Poems should be memorized in all the grades, beginning with the first. These should, of course, be adapted to the grade, but even if they are not fully comprehended at first, they will take on new meaning in later years. To furnish the teachers with material, desk books should be supplied, and definite instructions should be given as to the work to be done. In the course of study it will be seen that a majority of the selections to be memorized are contained in Whittier's "Child Life in Verse" and in "Selections for Memorizing" by Williams and Foster. One or more copies of each of these books should be in each building, thus rendering desirable material accessible and making proper supervision possible. These selections should be mainly used for concert reading. I believe that the best results can be secured if the children do not see the poem. The teacher must first understand the poem herself; then let her clear away any verbal difficulties that would trouble the class, and her vocal interpretation will be adopted by the pupils with the same keen enjoyment which they would feel in a rousing song. Short quotations will of course be used in every grade.

One point should be carefully observed both in the

One point should be carefully observed both in the use of readers and of such supplementary books as contain biographies of authors—the selections from the author's work should always precede the study of his life. Longfellow, Whittier, and Lowell are only names to the child until he has come to know the writer through his works. When there is awakened in the pupil a genuine love for the poem,

he will be glad to know something of the poet.

Methods to add interest and profit will suggest themselves to every thoughtful reader. Composition work should go with literature from the lowest grades. Pupils should be encouraged to write original stories, to add to stories already told, to imagine themselves to be certain characters and to tell the story from that point of view, to describe the personal appearance of characters, and to discuss the moral aspects of a story or of a situation. Plays can be read by pupils assuming the various parts. Lists of unfamiliar words can be kept, and their correct use required. A valuable exercise is to have one pupil read to the class something in which all are interested. Rhetorical work of the nature of the old-fashioned Friday afternoon exercises can frequently be made profitable.

THE READING LESSON.

1. Special preparation for the study of new lessons.—
(a Teacher and pupils read the selection together; (b) pupils study the meaning of entire selection from a good out line placed upon the blackboard by the teacher; (c) study the meaning and pronunciation of difficult words; (d) meaning of phrases and figures of speech; (e) use the dictionary constantly; (f) reproduce the story and thought of the selection; (g) memorize some brief extract; (h) special study of author's biography.

special study of author's biography.

2. The teacher's assignment of the daily reading lesson.—(a) The lessons must be short; (b) the teacher must assign some definite work to be prepared; (c) use the blackboard, writing an outline of the assignment; (d) be sure that each pupil understands the assignment.

sure that each pupil understands the assignment.

3. The pupil's study period.—(a) The pupil must know how to use his dictionary, and use it; (b) words—study their meaning, pronunciation and spelling; (c) sentence

study—emphatic words, meaning, oraf expression; (d) follow the blackboard assignment carefully; (e) become so familiar as to be able to read without keeping the eyes fixed upon the book; (f) be prepared to read the entire lesson of th day with pleasing expression.

4. The recitation.—(a) The teacher should occasionally inspire pupils by reading parts of the lesson; (b) secure a good position of the body and the book; (c) be able to raise the eyes while reading; (d) pronounce each word correctly, and articulate every phonogram; (e) emphasize important words by a veriation in pitch or force; (f) read important words by a veriation in pitch or force; (f) read distinctly; (g the pupil must know why he is being drilled; (h) the recitation must not cease until the pupil has made some improvement in his reading.

DON'TS IN PRIMARY READING.

Don't fail to frequently review and drill on words. Don't fail to drill on phonies.

3. Don't ask children to make a sound for a child who fails; the teacher, to insure accuracy, should make the sound herself.

4. Don't tell the children how to make the sounds; they make them from imitation, if at all.

5. Don't defer teaching writing; writing and reading should go hand in hand.

6. Don't call "the" "thu" nor "a" "uh." If necessary

to mention these alone, pronounce them correctly; seek to pronounce them always with the word following.

7. Don't have the same sentence read over and over

by different children.

8. Don't allow guessing at words.
9. Don't cease to have phonic wor dbuilding during the first two or three years. Make phonics a means to an

end, not an end. Don't fail to make the phonic work as easy as pos-

sible by teaching equivalents.

11. Don't fail to study the condition and need of each individual mind; you can't teach en masse.

12. Don't fail to write a plain, neat hand in all black-

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- 12. Don't fail to write a piam, near
 board work.
 13. Don't attempt to sound such words as "many," "pretty," "busy," "said," "says," etc. Teach them as sight words. Why?

 Don't let children point to words while reading.
- 14. Don't let children point to words while reading.
 15. Dont let children, in reading, separate the words, that is, "read a word at a time." Teach the grouping of

words according to the thought.

16. Don't fail to somewhere teach letter names in the

order of the alphabet, for the sake of the dictionary.

17. Don't say "story" when you mean "sentence." Call things by their proper names and honor the child's intelli-

18. Don't fail to illustrate your lessons frequently by drawings; they have a wonderful charm.
19. Don't fail to be enthusiastic, inventive and patient. Study principles and child-mind, and learn to invent your own methods or adapt to your own individuality those you study.—Saunders' Method in Primary Reading.

GOOD READING.
By Rev. O. B. Auer, Cincinnati.

1. Keep in mind that good reading implies
(a) A clear and full grasp of the ideas which the writer seeks to convey; and

(b) Ability so to utter the words expressing these ideas that the thoughts and feelings of the writer are conveyed to the hearers.

2. Insist that your pupils pronounce correctly and enunciate clear and distinctly, not merely during the reading lesson but during every lesson, as well as in their

ordinary conversation.

In chosing one or the other of the various methods designed as helps to good reading, be careful to select one that is scientifically correct. Rememger that the method is not the end, but only a means to the end. Chil-dren may learn the method and remain poor readers.

DESCRIPTION OF AN ERASER: A LESSON PLAN.

The teacher first picks up an eraser, shows it to the class, and says she wishes them to write a description of it. In order to make the exercise more vivid and to give an additional touch of interest, the teacher suggests that the children write their description as if for a boy or girl who has never seen an eraser. A suggestion of this sort will tend to stimulate the pupils to make their descriptions clear and vivid. Following a preliminary suggestion or two of this sort, designed simply to stimulate interest, the teacher takes up the development of the subject. This is done, of course, by the question-andanswer method.

The teacher asks such questions as these:
What is the eraser made of? (Wood and felt.)
How are these fastened together? (By glue or some similar material.)

What is the length of the eraser? (About five and onehalf inches.)

What is the width? (About one and a half inches.)
What is teh purpose of the wooden part? (To serve a handle and to hold the felt.

What is ten purpose of the wooden part: To serve as a handle and to hold the felt.

What is the purpose of the felt part? (To erase chalk marks, writing, drawing, etc., on blackboard.)

Attention is then called to the grooves running along the sides of the wooden part of the eraser, and the question is asked what these are for. The children agree that their purpose is to enable the fingers to grasp the eraser more firmly and securely. The reason why the felt is usually arranged in strips is also brought out.

After all the essential facts have been brought out, the question of the order of the sub-topics is raised, and the children are asked as to what item they will mention first in their description, what second, what third, etc. An agreement is reached, the question is placed on the blackboard, t oserve as an outline when the children are ready to write. In the actual lesson which we are now describing, the class decided that the first statement they would make would indicate the purpose or use of an eraser. They thought this would be the ment they would make would indicate the purpose or use of an eraser. They thought this would be the first thing a boy or girl who had never seen an eraser would want to know. The shape and size appealed to them as the next thing to tell of. Following this would come a statement as to the materials of which the eraser is made and the manner in which they were fastened together. The special purpose of the wood and felt was next to be indicated. The grooves and their use and the colors of the felt strips (the particular eraser they were colors of the felt strips (the particular eraser they were describing happened to have red, white and blue strips) were to be described next, and the composition was to close with any general or additional remark the pupils might see fit to make.

The outline for the composition as thus developed appeared on the blackboard as follows.

The use or purpose of an eraser.

Size and shape. Of what it is made. How put together?

Purpose or use of each part. The grooves and their use.

Colors of the felt.

Closing sentence. The children were then asked to spell two or three of the words that might cause difficulty; e. g., groove, eraser, glue, etc., and they were then set to writing.

SUGGESTIONS FOR WEEKLY COMPOSITIONS.

A Journey (sleigh, steam cars, trolley, bicycle, carriage, steamer); Adventures of an Umbrella (rocking horse, tin soldier, father's musket, grandma's thimble, etc.); A Noble Deed; A Holiday (description of any outing); What I Saw at the Circus (or at the parade); A Dream Visit (game, lesson, etc.); If I Were a Millionaire; What I Saw on My Way to School (funeral, wedding, picnic, party, daily sights, etc.; How We Organized a Baseball Nine; How We Started the Sewing Circle; My Fishing (?) Experience; What the Breeze (?) Told Me; Robin Redbreast's (?) Home; Our Class Room and Our Class; The Girl I Wish to Resemble; What Christmas Means; At May Devotions; A Trip to the Moon; Where Santa Claus Lives; Catching a Burglar; While It Rained; When I Went to Fairyland; When I Patent My Inventions; Why I Admire My Hero; My Native City; My Angel's Whispers; A Day in the Country (city); When I Kept House; Why I Like Fourth of July; A Thunderstorm; The Picture I Would Paint if I Could; A Day in the Woods; An Interesting Game; At the Fair; What Makes a Hero? The Religious Teacher. ligious Teacher.

Igious Teacher.

STORIES FOR REPRODUCTION IN PRIMARY

LANGUAGE WORK.

(These stories are selected and adapted from various sources. The stories are not to be read by the pupils but are to be read or told by the teacher, then used as sub-(Continued on page 148)



STUDY OF A GREAT PICTURE.

By W. E. Hampton.

L EONARDO DA VINCI, a Florentine, was born at the castle of Vinci, near Florence, in 1452, and died in France at the age of 67. His studies were not confined to painting alone, but like Michael Angelo and Raphael, he was an expert sculptor. He was one of those rare beings in whom nature loves to unite all conceivable human perfections; strikingly handsome, of a dignified presence, and of an almost incredible degree of bodily strength. Mentally he possessed such various endow-ments as are seldom united in a single person. He was a practical engineer and architect, constructed canals, sewers and fortifications, invented machines and mechanical works of all descriptions used in his time. He practiced music and was a gifted poet. And though he devoted only a small part of his time to painting, that art owes to

him, more than to any other man, its perfection.
"The Last Supper," his masterpiece, and one of—if not
the most famous—pictures in the world, is a fresco on the end wall in the room formerly used as a dining room of a monastery annexed to the church of Santa Marie delle Grazie in Milan. The picture has been so ruined by floods which have partly filled the room, and by smoke, that the original is to be considered almost wholly lost.

The place where the picture is painted is to be considered, for there the knowledge of the artist is focused. Could anything more appropriate or noble be devised for a refrectory than a parting meal which the whole world will reverence forever? It must have been an impressive sight at meal time, when the tables of Christ and the prior looked upon each other like two pictures, and the monks found themselves enclosed between them, and for this reason the artist selected the table of the monks for a reason the artist selected the table of the monks for a model, also the tablecloth, with its creased folds, embroidered stripes and tied corners, were taken from the linen room of the monastery, while the dishes, drinking vessels and utensils are copied from those used by the monks.

About ten feet above the floor the thirteen figures, each one-half size larger than life size, occupy a space about thirty feet long. Only two of the figures can be seen at full length at the opposite ends of the table, the others are half figures. Every moral expression belongs to the upper part of the body, and the feet in such cases are always in the way. The artist has created here eleven half figures tablecloth

The excitement means which the artist employs to agitate the tranquil and holy supper table are the Master's

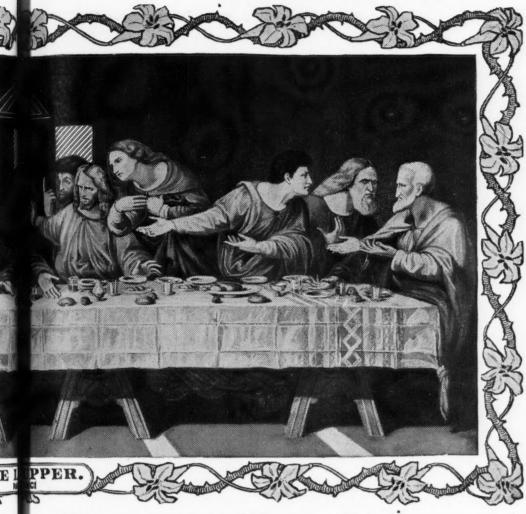
agitate the tranquil and holy supper table are the Master's words: "There is one among you that betrays me."

The words are spoken and the entire company falls into consternation; He inclines His head, with downcast looks; the whole attitude, the motion of the arms, the hands, and everything replete with heavenly resignation which the silence itself confirms. "Verily, verily, there is one amongst you that betrays me."

Wonderful Character Work.

The expedient means by which Da Vinci principally

The expedient means by which Da Vinci principally animated the picture, the motion of the hands, only an Italian would have discovered this; with his nation the whole body is expressive, all the limbs take part in describing an emotion, not only passion, but thought. To such national traits the artist, who observed every characteristic that the context that the context of the context such national traits the artist, who observed every characteristic with the greatest attention, must have turned his searching eye. The expression of every face and every gesture is in perfect harmony, and yet a singl glance can take in the unity and contrast of the limbs, rendered so admirably. The figures on both sides of our Lord may be considered in groups of three, and each group may be re-



garded as a unit placed in relation and still held in connection with its neighbors. On Christ's immediate right are John, Judas and Peter. Peter, the farthest, on hearing the words of our Lord, rises suddenly behind Judas, who, looking up with terrified countenance, leans over the table, tightly clutching the purse with his right hand with his left he makes a nervous motion, as if to say: "What is to happen?" Peter, meanwhile, with his left hand has seized the right shoulder of John, who is bending toward him, and points to Christ, at the same time urging the beloved disciple to ask: "Who is the traitor?" He accidentally touches Judas' side with a knife, which occasions a terrified movement, upsetting the salt-cellar.

While on the right hand of our Lord the emotion seems to threaten revenge, on the left horror and detestation of the treachery manifest themselves. Jams, the elder starts back in terror, with outspread arms and bowed head. Thomas appears behind his shoulder and approaching the Savior raises the forefinger of his right hand to his forehead. Philip, the third of this group, has risen, bends forward toward the Master with his hands on his breast, as if to say: "It is not I, oh Lord." Matthew turns his face eagerly to his two companions on the left, stretching out his hands toward the Master. Thaddeus shows surprise, doubt and suspicion, his left hand rests upon the table, with his right hand raised as if to strike his left hand. Simon sits at the end of the table wth great dignity. He is the oldest of them all. His face shows he is trobled, but not excited. At the opposite end of the table we see Bartholomew, resting his righ foot with the left crossed over it, with his hands resting on the table, probably trying to hear what John will ask of the Lord. James, the younger, standing behind Bartholomew, lays his left hand on Peter's shoulder, just as Peter lays his on John's shoulder. James mildly requests an explanation,

while Peter threatens vengeance. And as Peter behind Judas, so James, the younger, behind Andrew, who as one of the most prominent figures expresses with half raised arms and hands stretched out directly in front of the fixed horror that has seized him, an attitude occurring but once in this picture, while in other paintings of the last supper it is often repeated.

Ruin of the Original Picture.

About ten years after the completion of the picture a terrible plague overran the city of Milan and the afflicted monks thought little of the picture in their dining room. Not only did it suffer by the lapse of time and neglect, but a door was cut through the middle of the picture, thus ruining the lower center of the picture. From this the ruin of the picture really dates.

of the picture really dates.

In 1796 the French army crossed the Alps triumphantly, led by Bonaparte, young, crowned with fame and seeking fame. He was drawn by the name of Da Vinci to the place of the "Last Supper." He immediately gave orders that no encampment should be made here lest other damage should happen; shortly after another general, disregarding this order, had doors broken in and turned the dining room into a stable, adding new mould to the picture. Later the room was used as a storeroom for hay and sometimes for other purposes by the military by whom it was abused. Finally the room was closed and walled in.

abused. Finally the room was closed and walled in.

In 1807 the viceroy of Italy gave orders that the place should be renovated and duly honored. Windows were put in, the door was transferred to the side. Since then attempts to restore this great picture by retouching and varnishing have nearly concealed the original, though maintaining pretty well its design and color scheme. Most of the prints of the picture that we have today are from copies made before the havoc wrought to the original by war and neglect.

(Continued from page 145)

jects for questions and conversations and finally they are to be reproduced orally or in writing by the pupils.)

A Careless Boy.

"Where is my hat, mother?" said Jack one morning.
"I never can find it."
"I do not know," said his mother.
"But, mother," said Jack, "how can I go to school with-

out a hat?"
"Well, my boy, you may wear mine. I always know where mine is."

Oh, mother, the boys would laugh at me. I should

be ashamed to wear your hat," said he.
"I suppose you would," answered his mother, "but you should be more ashamed to think you can never find your own.

"A place for everything and everything in its place."

Rob and the Berries.

(Kindness to the Afflicted.)

Little blind Robert lived with his mother in the country. They were very poor. Rob used to pick berries and sell them. He always gave the money to his mother.

One day two boys saw his hands were bleeding. They saw him picking the berries. They often pricked his

hands with the thorns.

The boys felt sorry for Rob. They started to help him. Soon the pails were full of berries and Rob joyously carried them home

After that the boys helped Rob every day and they

became great friends.

"Kind hearts are the gardens,
Kind thoughts are the roots; Kind words are the blossoms, Kind deeds are the fruits." AUseful Wagon.

(Helpfulness. Tom had a fine wagon. He made it himself out of an

Sometimes he plays he is an expressman. He runs on errands for his mother. He brings home the groceries in

Mother calls him her little helper.

Bessie's Nickname.

(Kindness and Cheerfulness.) Everyone loves little Bess. She is so bright and happy If any one is sick he always likes to have Bess sit with

Once she hurt her knee. She could not go out of doors for a long time. So she sat by the window and smiled at every one who went by.

Soon she was known by the name of "Little Sunshine."

"Just a little sunny smile

Is all that I can give; But it may help some other one That he may better live." Something Besides Play.

(On Being Useful.)
It was a hot summer day in the country. Jack had nothing to do, so he wandered around in the fields.

"Oh, brook, won't you play with me?" said Jack.

"Not today," said the brook. "I have my work to do.
I must water the fields."

Then a bee came buzzing by.

"Oh, bee, please stop and play with me," said he.
"Not today," said the bee. "I must gather honey from
the flowers."

Jack saw a sparrow. "Pretty bird, please stay here and play with me," said

he. "Not today," said the bird. "I must find some food for

"The brook, the bee and the bird are all working thought Jack. "I guess I had better go home and work, too. I'll help mother get the dinner ready."

A Good Natured King.

On Avoiding Anger.)
On one occasion Philip II, King of Spain, had spent many hours of the night writing a long letter to the Pope, and when it was finished, he gave it to his secretary to be and when it was infisited, he gave it to his secretary to be folded and sealed. The secretary, being half asleep, poured, as he thought, sand over the sheet in order to dry the ink—as was customary before the invention of blotting paper—but was thoroughly awakened and horrified as well on discovering that he had covered the paper, not with sand, but with ink. The King without even an angry exclamation, remarked, "Here is another sheet of paper," and began the letter over again.



CORRELATING GEOGRAPHY AND HISTORY. By "A Sister of Loretto," St. Louis, Mo.

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Geography and history are so closely allied that there is no correct teaching of one without the correlation of the other. The importance of these branches is often overlooked. Here, as in other studies, the attitude of the teacher reflects itself on the class. If she is full of her subject, earnest, wide-awake, her pupils will catch her spirit and give evidence of animated interest in their work. The first requisite for correct teaching is a full compre-

hension of the subject on the part of the teacher. She should know it so well that she is independent of the text book. Possessed of this knowledge, enthusiasm is a natural consequence. You will say, perhaps, if one lays aside the book, there is danger of wandering from the

lesson of the day. This is true, and the danger is greater for the well read, but the remedy is found in following the outline previously prepared on board or in note book.

In both geography and history the topical method recommends itself because it teachers the children to talk, to express themselves, to tell the lesson in their own words, an important point which will never be attained by the question method. The latter, however, has its advantages, which must not be overlooked, viz.: it cultivates readiness in answering. The two methods may be combined; the recitation can be carried on by topics, adding a brisk review at close of lesson by means of questions requiring concise answers. This review should always close the lesson; it need not occupy more than a few minthe day's lesson. These questions previously noted in the points of the day's lesson. These questions should be copied by pupils and used for the weekly review test, also for monthly written or oral review. It is the review that welds and binds. A child should not only know, but be conscious that he knows. This positive knowledge is to be secured only by frequent reviews. The teacher should never forget that matter is more important than method; the latter should always be determined by the needs of the class.

The Starting Point.

As objects enter the eye-gate sooner than sounds reach the ear-gate, it is more natural to begin with the study of geography, which to the child can be partially illustrated by what it sees around it. Once my good fortune was to witness the efforts of an intelligent nursery governess; she inquired of the little ones at dinner, whether they sat on the east or west side of the table, directing their attition to the sun's rays, then she added, "If your plate were a map, which side would be north? Where are the four cardinal points?"

The ideas of locality and direction are often neglected. though they are of practical utility beyond the class room. Children should be required to tell the teacher where their homes are located, whether they walk towards north or south to reach school, whether they must diverge from the direct line to take a street leading east or west before they reach their destination, and should a map of the town or city be available, let them trace upon it the way from their

own doors to the entrance of the school.

A small pool serves as a miniature lake, the most thread-like stream will illustrate the flowing river; in a vessel or tank of water islands can be represented by solid blocks and peninsulas reproduced by placing islands against the artificial shore-line.

Any surface will answer as a foundation for mountains, while sloping hills near by can be pointed out to show the ordinary contour of the earth's excrescences. A great point is gained when children are taught habits of observation, when they gain knowledge from mother earth, as they pass along, and intent upon gathering information. which the teacher will be pleased to hear from them, they

More advanced pupils are ready for more extended mental tours and should be able to name and locate countries, capitals, mountain peaks and ranges, rivers, especially the largest and most famous ones, islands of the great oceans, those nearer shore, the few noted by reason of some historic event.

The Association of Places and Events.

The pupils have already begun the study of history. No more delightful school work can be presented young minds, provided the teacher understands how to place before them grave facts, made interesting by the manner of their introduction. The association of places and events add to the interest, being able to locate a battlefield, a landing place of the discoverer, a settlement of the pioneer, opens to the pupil a vista of attraction to lead him on to further investigation. Look at the island of St. Helena; to the mere geographer a rock of desolation in a mighty sea; but there Napoleon I spent six years of weary exile;

sea; but there Napoleon I spent six years of weary exile; there learned the emptiness of human glory and breathed out his stormy spirit into the hands of his Creator; thus history endows the spot with a melancholy fascination.

In the primary grades is laid the foundation for intelligent work later on. Stories and pictures should be presented which will lead to correct habits of thinking and place before children ideals of unselfishness, valor and perseverance—telling the story is preferable to reading it. There is an art in relating these stories which the primary There is an art in relating these stories which the primary tacher should strive to acquire, if she does not possess it naturally. Bible stories, stories of noted person in local hitory and incidents which are world renowned form appropriate matter. Among the many excellent books recom-mended for these grades the following have been used to advantage: Fifty Famous Stories Retold, Stories of American Life and Adventure, Stories of Great Americans for Little Americans; also short biographies of Father Mar-

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Little Americans; also short biographies of Father Marquette and the early missionaries.

When the text book is taken up, it is desirable that a good one be placed in the hands of the pupils. It is true that a competent teacher can obtain good results with a poor text book, but this necessitates on the part of the teacher, useless expenditure of time in supplementing marketical. teacher, useless expenditure of time in supplementing ma-terial. A teacher who wishes to do valuable work in this field of study will not confine herself to one text book, but will read the standard authors, thus having at her command a generous supply of interesting historical inci-dents. In assigning work give the necessary help to make the lesson interesting and profitable. Children need to be guided in right habits of reading and study, but do not attempt to do the work for them. As bodily growth depends upon exercise, so mental development depends upon thought. It is well, sometimes, to assign to students upon mought. It is well, sometimes, to assign to students different topics for investigation and study. Let them consult various authors on the subject and then write their conclusions in the form of a composition. Direct the children where to look for information. To tell them to read all they can find on a subject will prove of little value, unless the teacher knows what books of reference are available. are available.

Catholics in Exploration and Discovery. In teaching the period of discovery and exploration our pupils should be made to realize the important part played by Catholics. Rev. P. R. McDevitt, writing in the Catho-lic School Journal, says: "We should strive to make mem-orable to our children days and deeds and doers that em-phasize the special part Catholics have had in building up and promoting the welfare of our country. It is to our own discredit that we ourselves have not made sufficiently prominent in our teaching these cameos of history, irradiant with the light of faith and the glory of self-sacrifice that are the product of the Catholic Church, as the fruit is

the product of the tree that bears it."

Unimportant facts should be passed over lightly, but what one teaches let it be done thoroughly. In history, teach few dates, but see that they are clenched. More stress should be laid on the causes and results of the various wars than on the details of battles. Lead the pupils to see, for instance, that the French and Indian War decided the struggle between the French and English as to cided the struggle between the French and English as to who should be masters in America. In teaching the Revoluntionary War: What caused the war? Why did the colonists complain of taxation? Were they justified? Why so much praise to "The ragged continentals?" The results of the war? Condition of the country after the war? These and similar questions will awaken thought. In following the "din of battle" the study of the map must not be neglected. The routes taken by generals should be traced, important places located, otherwise there is no intelligent comprehension of the subject. Combine events with localities so that in the mind, one is associated with with localities so that in the mind, one is associated with the other.

Physical Geography and National Progress. When we consider how the physical features of a country determine the progress of civilization, how the nature of the soil determines the industries, and to a great extent, the character of the inhabitants of different parts of the country, we can form some idea of the close connection between geography and history. This point is well illustrated by the different views held

by the North and South on vital questions in our nation's

history.

The history of a nation is found in the biographies of its leading actors. Irving's Life of Washington gives almost a complete history of the period of the Revolution. A good life of Lincoln or Grant would picture the Civil War. This line of work should not be limited to the study of state and military character—men of business, of invention, of science, of education and of religion form in-teresting and valuable study to all pupils guided by the direction of a wise teacher. Valuable lessons may be here direction of a wise teacher. Valuable lessons may be here learned—that some of the best and wisest of the nation have sprung from the undiscovered fountains of humble homes; that success lies, not in birth, but in achievement. Here we find patience battling against failure and public disapproval; knowledge against ignorance; right against wrong; ambition against adversity; and, in short, everything that points out higher and nobler aspirations.

THE AMERICAN REVOLUTION. Prof. Chas. McCarthy (Catholic University).

Whether one examines the epitome in the school history or the more comprehensive account in the treatise there is never any lack of grateful acknowledgement to our first and most generous ally. The splendid services of France are never concealed, but for reasons somewhat difficult to understand their precise nature is always left a trifle vague, and except to those who have had an opportunity of examining the diaries of those who were a part of the struggle few Americans are familiar with the full extent of the early national obligation to France.

Every school boy and school girl in America is aware that Brunswickers, Waldeckers and Hessians served during the Revolution in the armies of England, and, perhaps, this knowledge is not without its influence in forming their estimate of the German people. For this service, petty German princes and the British government were mainly responsible. But then there were great numbers of that race serving with distinction in the armies of France. race serving with distinction in the armost a track this assistance, it is true, national gratitude is due to the French and not to the German state, but it is the duty of the historian to relate all the facts. This habit of taking the historian to relate all the facts. This habit of taking a contracted view of the War of Independence is chiefly responsible for the fact that one seldom or never finds in a school history of the United States any allusion to the friendly attitude of Holland or any statement of her

> HOME GEOGRAPHY. Charles McMurry, Ph. D.

For beginners home geography stands in sharp contrast to the geography of the world whole and of foreign countries. It is relatively so small. But a knowledge of local geography and industries furnishes a good starting point in geographical study. It is difficult for adults to un-derstand how much children are dependent upon things which they have seen in order to explain things which they cannot see. The observation of neighborhood facts must precede the study of things at a distance. A definite knowledge of the home surroundings, of its hills, streams, A definite landscapes, agriculture, manufacturing, commerce, changing seasons, storms, floods, etc., is necessary as an intro-duction to the same topics in the world abroad.

When we come to study the climate, surface, industries, products and commerce of distant states and of foreign countries, our ability to construct correct pictures is based upon the varied ideas of similar kind that we have gathered in vivid and real form from our own home neighborhood. The imagination must be our chief helper in constructing geographical pictures of things at a distance from home, but the imagination cannot construct pictures out of nothing, any more than a builder can construct from home, but the imagination cannot construct pictures out of nothing, any more than a builder can construct a house without materials. The imagination works and builds with the material which experience has already gathered. It is not expected that we shall gather all the experimental facts on these third and four grade excursions, but we can encourage the children to keep their eyes open and their minds alert for this kind of knowledge. We can at least open the doors for these varied and in-teresting forms of activity.

Children are already familiar with these home things in a vague, loose way, but we are inclined to overestimate the extent and accuracy of their knowledge. In some special cases they know enough about certain local topics without help from the school, but generally speaking, children have little accurate knowledge of local industries and phenomena. Even the teachers are found in many cases to be extremely deficient in definite knowledge about such common topics as local directions and topography; weather changes, the dairy, the cultivation of garden vegetables and fruits; the work of the farm in caring for crops and farm animals; the tools, machines, and processes of the blacksmith, the tinner, the carpenter, and others; the work done in planing mills, wagon factories, grain elevators. mills, etc.; the shipment of fruits, meats, glassware and iron products by rail and by water, etc.

POINTS TO BE OBSERVED IN HISTORY TEACHING.

The following suggestions are extracts from the report of the conference on History to the Committee of Ten, published by the N. E. A.:

The result which is popularly supposed to be gained from history, and which most teachers aim to reach, is the acquirement of a body of useful facts. In our judgment this is in itself the most difficult and the least important outcome of historical study. Facts of themselves are hard to learn, even when supported by artificial system of memorizing, and the value of detached historical facts is small in proportion to the effort necessary to acquire and retain

Educational Value.

"The principal end of all education is training. In this respect history has a value different from, but in no way inferior to that of language, mathematics and science. The mind is chiefly developed in three ways: by cultivating the powers o fdiscriminating observation; by strengthening the logical faculty of following an argument from point point; and by improving the process of comparison, that is, the judgment.

As studies in language and in natural sciences are best adapted to cultivate the habits of observation; as mathematics are the traditional training of the reasoning so history and its allied branches are better adapted than any other studies to promote the invaluable mental power which we call the judgment. Hence, statesmen have usually been careful students of history.

Moral Training in History Teaching.

"Another very important object of historical teaching is moral training. History is the study of hymer characteristics."

is moral training. History is the study of human character. 'Perhaps the most valuable part of our work,' says a teacher, 'is that we are all made—teacher as well as pupil—to learn personal lessons from history, to watch the course of humanity as we would that of an individual'; and it is a study in which the mistakes and failures of national life, like those of private life, become suggestive

Acquirement of Useful Facts.

"To sum up, one object of historical study is the acquirement of useful facts; but the chief object is the training of the judgment, in selecting the grounds of an opinion, in accumulating materials for an opinion, in putting things together, in generalizing upon facts, in estimating character, in applying the lessons of history to current events, and in accustoming children to state their conclusions in their own words.

Forms and Functions of Government.

"But it is expected that good teachers in dealing with history throughout, and especially with American history, will constantly refer to the forms and functions of government with which the children are most familiar.

Class Methods.

"It is well in a brief talk to present the substance of the next or of approaching lessons, so as to suggest to the scholar the relations of the facts he is about to study. 'In my presentation of a subject,' writes a teacher, 'I always work from circumference to center. I sketch, first, the barest outlines of the whole, so that the pupils may see the bearing and feel the relative importance of the subict in hand.' subject in hand.

Set lectures on the lesson, while very suitable for colleges, are not so well adapted to schools. To be useful, they require elaborate note taking—a severe strain if well done, and if ill done productive of mental dissipation. We incline to recommend only informal talks which will ex-We plain the cause and effect of events, and which may add interesting illustrations and comparisons to the lesson of

"What is learned in text books ought in most cases to be brought home to the mind in recitations, which should be less a test of faithfulness than a supplement to the reading. It is better to omit history altogether than to teach it in the old fashioned way, by setting pupils painfully to reproduce the words of a text book, without comment or suggestion on the teacher's part. The first duty of a teacher is to emphasize the essential points in the book, to show, if possible, what is the main thing worth remembering in the lesson of the day.

"Again, the questions in a recitation ought not to demand from the pupils a bald repetition of the phrases or ideas of the book, but ought to call for comparison and comment. The questions ought constantly to go forward and backward, to bring up points of comparison from previous lessons, and to bring in illustrations from other

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parallel subjects.

"How far should pupils be expected to memorize? 'A few things should be learned by heart, and when forgotten, learned again, to serve as a firm groundwork upon which to group one's knowledge. Without knowing the succession of dynasties, or of sovereigns, or of presidents, or the dates of the great constitutional events, the dents, or the dates of the great constitutional events, the pupil's stock of information will have no more form than a jelly fish.' But those few necessary facts ought to be clearly defined as only a framework to assist the memory. "An excellent suggestion is that of 'open text book recitations' in which with their books before them, pupils

are asked questions on cause and effect, on relations with previous lessons, etc.; answers may, if necessary, be written out and corrected in class. Such an exercise trains pupils to take in the thought of a printed page, and to

grasp the essential points.

"Such a system tends to encourage the habit of applying what one knows to a new problem. Still more helpful in the same direction are the off-hand discussions and impromptu debates which spring up in an eager class, and

which should be encouraged by every good teacher.

"Another form of recitation is the written exercise repeated at frequent intervals; a single properly framed question given at the beginning or end of each recitation, minutes to answer it in writing, will train pupils in the habit of combining and applying their own information. For such an exercise, questions involving comparison are well adapted.

"Recitations alone, however, cannot possibly make up proper teaching of history. It is absolutely necessary, from the earliest to the last grades, that there should be parallel reading of some kind."

The teaching of history should be intimately connected with the teaching of English . . . by writing English according to the best reading to the properties of the proper

with the teaching of English . . . by writing English compositions on subjects drawn from the historical lessons.

"All methods of teaching history may be made more effective by having the proper surroundings, and by making use of illustrations drawn from the experience of the community. An attractive class room is an incentive to historical study. In many schools something may be done by encouraging the pupils to bring in historical pictures; these may be of every degree of value from rough wood cuts taken out of the daily papers, to portraits and engravings of historical scenes and photographs of famous places or buildings. In one school the teacher has a large collection of pictures cut from illustrated newspapers pasted on eards." pasted on cards.

YOUTHFUL SAINTS.

Most persons entertain mistaken notions about sanctity or holiness, the most prevalent mistake probably being that for ordinary people holiness is well nigh, if not altogether impossible.

Boys and girls are apt to think that only grown-ups can attain sanctity, but there are many saints in the calendar attain sanctity, but there are many saints in the calendar who were very young when they showed the qualities that mark those truly in earnest in serving God. Among them were St. Reparata, who was only twelve years old when she became a martyr; St. Stanislaus, who died at seventenn; St. Vitus, St. Celsus, and St. Hugh, boy martyrs; St. Agnes, the little virgin and martyr; and Blessed Imeldathe patroness of First Communicants.

Subscription payments for the new school year should be sent in this month. The price of should be sent in this month. The price of the Journal is \$1.50 per year when in arrears. but \$1 .- if paid in advance.



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Number and Arithmetic.



THE TEACHING OF ARITHMETIC.

By John M. Colaw.

Helping the Pupil.—Teachers frequently make the mistake of doing too much for the children instead of doing it with them. In assigning a lesson they say, "Begin here and take to there," and then leave the pupils to their own resources. While this is all very well in some instances, in many cases it is like throwing a boy into a river before he has been taught the rudiments of swimming, and telling him to "sink or swim." When the recitation time arrives, many are found to have gone under, and the teacher does many are round to have gone under, and the teacher does then for the pupil what he should have done for himself, and would have done had the teacher worked with him a little at the proper time. The pupil is not to be filled up with knowledge as a bottle is filled with milk; his faculties must be actively employed and wisely guided, but not overtaxed.

Before assigning a lesson, the teacher should see that the work to be covered by it has been sufficiently developed; that the proper basis has been laid for the work in advance. In assigning the lesson, she should carefully consider the attainments and ability of the pupil in relation to the work to be done, and then avoid making the lesson too long or too short, too heavy or too light. If too easy, the pupil becomes dissatisfied; if too heavy, he becomes discouraged. It requires the soundest judgment to keep his appetite for work keen, his mental digestion

How to prepare the lesson is the most important question to the pupils. They cannot proceed intelligently un-less they understand the aim of the work that it covers and what they are expected to accomplish. Any needed help in preparing it should be given before they are dismissed from the preceding recitation. In addition to setmissed from the preceding recitation. In addition to set-ting forth the aim and main points of the lesson, difficult words and new processes, if any, should be explained. By following this plan the teacher can save the class from waste of time, discouragement, and even failure. New dessons frequently present greater difficulties to the mind of the pupil than the teacher thinks possible; hence the value of a few hints and the focalizing of the mind upon the proper point of attack.

the proper point of attack.

That the pupil may be led to discover for himself, an insight into new work should usually be questioned into his mind. Judicious questions on related matter already in his mind lead him to grasp the new ideas, or the new application of old ideas. A few direct, incisive questions will usually lay bare the pupil's difficulty. Another question or suggestion should start him to master it. The art of putting a good question is itself a valuable mental exercise, hence questioning should not be confined to the

exercise, hence questioning should not be confined to the teacher, but pupils should be encouraged to ask questions.

Subject Matter of Arithmetic.—We have seen that the true purpose of teaching arithmetic is a disciplinary means to a practical and. to a practical end. A proper recognition of this purpose has in recent years brought about radical changes in the subject matter properly included in arithmetic. It has been found that the mental discipline of arithmetic can as well be acquired from the study of topics that serve a present useful purpose as from those that do not apply to present useful purpose as from those that do not apply or present conditions, from the use of problems that are prac-tical as from those that are obsolete. As a result the prac-tical side of arithmetic has been given greater emphasis, and subjects that no longer have practical value have been omitted. Among such subjects are alligation, arbitrated exchange, obsolete measures in compound numbers, progressions, duodecimals, equation of payments, partner-ship involving time, "true" discount as a topic, cube root (unless by factoring), and compound proportion.

At the same time the simple equation has been admitted to arithmetic, and most of the topics retained have been given increased importance, particularly the fundamental processes, decimal operations, percentage and its more important application, and the common problems of business.

The change in the nature of the problems used is no less marked than in the topics presented. It is now well agreed that the problems in arithmetic should be drawn

from the life of today, and that all puzzles and complicated problems should be omitted. In the lower grades they should touch the children's interests and be adapted to their mental abilities. In all grades they should be real—that is, such as are actually met with in the different vocations of life. cations of life. As far as practicable they should be based upon facts with which children are familiar or which appeal to them as worthy of investigation.

A conservative use of groups of "related problems" has been found helpful in bringing arithmetic into proper contact with the chief phases of business and industrial life, as well as in giving pupils an interest in the quanstudy. The primary object of these exercises, however, is not to give information on the topics treated, but to give the work in arithmetic a varied and interesting content and to impress upon pupils the value of arithmetical knowledge as an aid to a clearer understanding of these subjects. The statistical features should not be carried to extremes, nor should the groups of problems be so extended as to cause interest to lag

Arrangement of Material.-One of the most important changes in arithmetic in recent years relates to the arrangement of the material according to the growing powers of the child. It is now generally recognized that children in the primary grades are too immature to profit by a purely topical arrangement. The pupil should not be expected to become thorough in addition, for example, before he makes the acquaintance of subtraction, easy measures, etc.; but he should learn something of it, and later he should take it up again, each time meeting new difficulties, and by increments adding to his knowledge, his skill and his power, until the subject has been sufficiently mastered. gests that an easy treatment of most topics should be fol-lowed by a more complete treatment later on. In fact, the more commonly used operations should appear several times during the course. However, formal repetitions, except where needed and helpful, are not desirable.

Primary Methods.—The history of many "special methods" in arithmetic is interesting. One has succeeded another and helpful, are not desirable.

other, each leaving its impress on the practices of to-day. It is now generally agreed that no extreme of "method" should be adopted to the exclusion of all others. The trend is toward choosing the best in each. "Prove all things; hold fast that which is good" is a wholesome injunction as applied to the use of methods. should not be limited in the matter of method, since that method is best by which each teacher can render the highest service to the pupils. However, it is the experience est service to the pupils. However, it is the experience of a large majority of teachers that with a strictly modern text the teacher will get better results by following the sequence and methods given in the book, except when there are special reasons for departing therefrom. It is safe to say that all teaching should be heuristic in spirit. addition to the appeal made to observation as a stimulus of thought, there should be constant effort by questioning to lead the child to feel that he is making progress, that he is growing stronger in his work.

Use of Diagrams.—As in the case with objects, diagrams may often be used to great advantage in showing number relations, in illustrating important principles, and in concreting the thinking of problems. In common fractions, areas, etc., it is not sufficient that the pupils make use of the diagrams given. Until they acquire a fairly good idea of the processes and principles, they should be required to illustrate and explain their work by means of diagrams drawn by themselves. In fractions, as in in-tegers, the child should feel and know that he is dealing with things—with quantities and their relations—not with figures merely. One-fourth, for instance, should be to figures merely. One-fourth, for instance, should be to his mind one of the four equal parts of something—one-fourth of a dollar, a yard, a group of objects, a surface, or a solid.

When a certain area is to be found, a figure should be drawn to represent it, and this figure should be drawn to a scale. This form of construction is of value not only in number work, but also in the interpretation and under-standing of maps, plans of buildings, plots of surveys, etc.

The Number Idea.—Pure number is ratio—the ratio of a measured whole to its measuring unit. This abstract idea is much broaded than the first crude notion of number that the child gets from counting like things; it must, therefore, be gradually and systematically developed in his mind by practice in counting supplemented by abundant practice in measuring.

The two notions of counting and measuring are closely nnected. Without counting there can be no measurement; hence, as stated, counting is the fundamental process in number work, and counting itself is involved in measuring. When one has a handful of dollars and wishes to know the value of it—the "how much"—he counts it. He starts with a vague whole, and undefined quantity, and by using one of the parts as a unit of measure finds out how many of them would make up the whole. This process makes known the value of the quantity, which is now a measured whole. In exact measurement the process is esmeasured whole. In exact measurement the process is essentially the same. A piece of carpet is some yards in light. The yard is taken as the measuring unit, and is applied a number of times; but, as it is applied, the measurer must count; otherwise when through he will know no more than when he began. But by counting as he proceeds, he finds, if he repeats the unit (say) 20 times, that there are 20 yards in the piece. The vague whole has been made definite. The mature mind can see much more in this process than can that of the school child, but time and many repetitions of the measuring process in its variations. and many repetitions of the measuring process in its va rious forms will slowly but surely develop the latter until he can grasp the idea of relation, the concept of ratio.

While the ratio idea is not simple enough to be thrust upon the child at the start, it is evident that, as a consequence of the notion of number, it should be brought in later, and applied in the work with fractions. In fractions the process of measurement is precisely the same as in in-A piece of cloth is of unknow length. In measuring it with a ruler one-third of a yard in length, we find that we must apply the measure 9 times. There are 9 third yards—9-3 yd.—in the piece. Or we use a yardstick, applying it 3 times, and find there are 3 yards in the piece. Both processes are the same, physically and men-tally. The fractional notation, however, brings out more explicitly the actual process in that it defines the unit of measure (foot) in terms of the standard unit yard. tells how many units make up the quantity; the 3 shows the number of equal parts into which the yard was broken to obtain the unit of measure—shows the relation of the standard unit to the unit used; the 9 shows the ratio of the whole to the unit used; the 9-3 expresses the ratio of the whole to the unit used; the 9-3 expresses the ratio of

the whole to the standard unit, the yard.

In the foregoing illustrations, the number tells: (a) how many times the unit of measure is taken; (b) the the whole to the measuring unit. The child will understand (a) long before it can grasp (b), or the correlative idea, the ratio of the unit to the whole. Only continued and rational practice in counting, measuring, and relating develop in his mind the complete idea of number.

Original Problems.-Man is more than a problem solvis also a problem maker. To be a consequential force in the world he must be able not only to evolve the answer to a question, but also to propound problems worthy of solution; hence, instead of devoting pupil's time to getting answers, there should be abundant pupil's time to getting answers, there should be abundant practice in making problems for the class to solve. The first simple problems are called "stories." At the start the teacher may tell a story and let the children illustrate it by using splints or other objects. Then each pupil may make a story and illustrate it. After some fundamental work of this kind, stories may be told about numbers or equations dictated by the teacher or written on the board; later such work may be continued without any help or suggestion from the teacher.

At all succeeding stages of their work, pupils should have frequent practice in making problems similar to those they solve. As far as practicable these problems should be based on local conditions, should relate to real things that the children know about. They will find greater in-terest in the problems, if the data are secured by their own observations and investigations. Practice of this kind cultivates the ability of pupils to see problems in the world about them, and shows them that they can make practical use of their arithmetic in the common questions of every-

day life

Problem Reading.—The experience of years has shown that pupils frequently fail in the solution of a problem because they have not formed the habit of careful and thoughtful reading. They do not "read between the lines," as it were. Hence, from the outset they should be led to give each problem the most thoughtful reading before heringing the solution. They should carefully consider. beginning the solution. They should carefully consider the following points: (a) What is given? (b) What is re-quired? (c) What is the first step to be taken? (d) The next step; (e) About what will the answer be?

Solution of Problems .- Without some training in the careful reading of problems, pupils are prone to indulge in haphazard work in attempting solutions. They do not understand that careful thinking should precede figuring. Hence great care should be taken at comparatively early stages to lead pupils to grasp clearly the conditions of problems—to find out first what is given in the problem and what is to be found, and then to plan an outline of the work which will yield the required result.

When the pupil has reached the proper grade, carelesswhen the pupil has reached the proper glade, careless-ness in the form of writing out solutions should not be tolerated. Solutions should now be given in a neat and orderly manner so as to suggest the reasons of the various steps. Pupils should be taught to draw a diagram, when-ever it is helpful and suggestive in solving a problem. The best, and usually the most direct, form of solution should be sought. When practicable, the work may be indicated and the computations shortened by cancellation.

The value of solving problems for the logical training it gives in leading the pupil to think closely, promptly, and accurately is even more important than the mere fact of obtaining the answer. This training will have an indirect benefit quite apart from the mere power it gives in solving problems. If the pupil has been taught to think carefully and logically in solving his school problems, he will exercise the same careful thought when he comes to attack the problems of everyday life.

Testing Results .- After making the computations in solutions, the pupil should be taught to test the results. Checking the work avoids mistakes, leads to accuracy, and stimulates self-reliance and confidence rather than dependence upon answers or teacher. In business life results must be right; mistakes mean trouble or loss. Hence this

training is of the first importance.

Addition can be checked by adding first from bottom to top and then from top to bottom; subtraction, by adding the remainder to the subtrahend; multiplication, terchanging multiplier and multiplicand, or by multiplying in turn by the factors of the multiplier; division, by adding the remainder to the product of divisor and quotient.

Reviews.-To solve the same problem over and over again soon becomes extremely monotonous and distasteful to pupils. It is therefore wise to avoid this, and to keep interest alive by adding fresh fuel in the shape of new or changed problems. The improved text book removes much of the difficulty by supplying a great variety of practical and spicy problems for reviews. But aside from these set reviews, the skillful teacher is constantly reviewing in connection with the work in advance. This keeps the pupil on the alert and causes the ideas and principles formerly learned to become firmly impressed. Frequent reviews learned to become firmly impressed. Frequent reviews are necessary to enable the pupil to retain what he has learned. They also enable the teacher "to take stock" of the progress made by each pupil. When ready to teach a new subject, there should be a review of all necessary old ideas that are related to the new material in order to pre-pare the pupil's mind for the reception and understanding of that which is to be presented. Moreover, at the close of each session there should be a thorough and systematic Moreover, at the close review of the subjects emphasized during the year; so also, after the vacation the mind should be refreshed by a review of the preceding work as a preparation for that which is to follow.

Rules and Regulations.-Before leaving a subject to take up a new one, it is usually best, in the case of older pupils, to lead them to make an orderly statement of the various steps of the process just learned, or, in other words, to make a rule. This generalizing, which is a form of reasoning, is of much value to the pupil. After he has become familiar with the process of solving problems, he can easily be led to put in concise form his own rule, and easily be led to put in concise form his own rule, and it will then mean something to him; besides, he will feel a personal interest in it because it is his own work.

Suppose the addition of fractions has been the subject under consideration. The making of the rule or di-

rection might proceed as follows:

Teacher: To add fractions, what is the first thing I must do?

Pupil: Change them to a common denominator. Teacher:

What is the next step? Pupil: Add the numerators.

Teacher: Then what must I do?
Pupil: Write the sum over the common denominator. Teacher: How man How many steps, then, are necessary?

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Teacher: Now, who can state these three steps in one sentence?

Change the fractions to a common denomina-Henry: tor, add their numerators, and write the sum over the common denominator.

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common denominator.

Teacher: Can you change fractions to a common denominator? Think what that means.

Mary: We cannot, but we can change them to fractions that have a common denominator?

Teacher: Mary is correct. What do we call fractions that have a common denominator?

James: We call them similar fractions.

Teacher: Right, James. Now, each one of the class may write the best statement of the three steps that he can.

Result: Change the fractions to similar fractions, add their numerators, and write the sum over the common denominator.

Materials for Primary Work.-Work requiring physical Materials for Primary Work.—Work requiring physical activity on the part of pupils, and the objective phase of all early number teaching, make certain materials necessary, or at least very helpful. For primary work the teacher should provide herself with the following articles, or have the school board supply them: Foot rules, yardstick, heavy paper for making boxes, etc., scissors, toy money, splints, inch cubes, cards containing number pictures in colors, and pint, quart, gallon, peck, and half-bushel measures. It would be well to add to the list clay for modeling, cheap scales for weighing, and a set of small drawing models. It is not desired to suggest an outfit so elaborate that teachers may be deterred from securing at least the more necessary articles because it may outing at least the more necessary articles because it may not be possible to get all of them. A supply of those named above can be had at a very small cost. Colored sticks, spheres, small cubes, etc., are sold by dealers in kindergarten supplies, and their cost is but a trifle.

The Literature Class - Study of Gray's "Elegy" 5

By Rev. John G. Conlon, Hollywood, Calif.

Gray's "Elegy" is a tribute of honor to the humble virtues and useful toils of the unhonored dead, but it is more; it is the philosophy of life of a mind tinged with melancholy and unsustained by the warm inspiration of full Christian faith. The poet founds his tribute of praise in a choist and unsustance of the condition and rustic care which preserve to the peasant an innocence of life he cannot help, and knows not how to lose, and the high estate which through the opportunities of wealth and luxury leads the rust into evil ways the poor know nothing about. The great into evil ways the poor know nothing about. The epitaph which contains the moral or conclusion implies that misery poisons life, that our duty is sympathy and that God—let us hope—wil give us pity. It is the philosophy of life as explained by the grave.

So much for the scope of the poem—now for its parts.
The three first stanzas are devoted to the approach.
The subject—"the unhonored dead"—is introduced in the fourth stanza. Fifteen stanzas are taken up with the development of the theme-a favorable comparison of the lowly with the great; the universal craving of the dying for a place in the memory of the living consumes four stanzas, and the pathetic application of the whole sentiment of the poem to the poet's own death covers six stanzas; the epitaph follows.

stanzas; the epitaph follows.

Summary of the Argument.

The author approaches his subject by describing a scene calculated to attune the reader's mind to serious and melancholy thoughts, to induce a mood of heaviness and lonesomeness, and this scene is drawn with supreme art in the choice of images and words. He chooses the hour of day's waning life, and for place a level stretch of open mead from which are retiring, against the night, all living things uttering their evening cries. This picture runs through three stanzas and into the fourth, into which the subject—the graves of the rude forefathers—slips as if it were the completion of the picture rather than an introduction of the topic. The treatment of the theme begins with an effort to realize the isolation of death by describing one after another how the ties of life are snapped and the peasant sinks altogether out of the small world of which he had been a part, and which now closes over him—and the life above goes on as before. The reader's gloom is nursed by this succession of homely images, every one and the life above goes on as before. The reader's gloom is nursed by this succession of homely images, every one with a heartbreak in it. Three stanzas are given to the severing of the threads that bound the humble heart to life, and the poet now sees that his theme is wider than "the unhonored dead"—it is death in general, for the grave is the same for all. The wealth and pomp which appear to distinguish high from low do not go down into the grave to continue the distinction there, but remain behind in the living world from which both noble and poor have disappeared forever, naked. They are equal in the grave, therefore "let not ambition—" Four stanzas are devoted to this levelling power of death, which truth is enforced by very apt and effective illustrations of the holow sham nature of those costly tributes of praise which honor but cannot reach or comfort the noble dead, who honor but cannot reach or comfort the noble dead, who know naught of them and to whom they are as if they were not. This reflection draws the poet still deeper into the innate equality of all men, rich and poor, and he proceeds

to show that the equal gloom of the grave is preceded in life by an equal though different burden of evil and misery. Having despoiled the noble deed of the honors that distinguished them in life, but which, not being part of the man, do not go with him into the grave, the truth is man, do not go with him into the grave, the truth is forced on the poet that these honors were not real differences in the men themselves, but mere accidents of their temporary environment. Essentially, i. e., in powers of mind and body, prince and pauper were equal, but fortune gave opportunity to one and denied it to his brother. Knowledge and power thus fell to the lot of the few. Even so, equality was not wholly destroyed, because the great polluted their souls with blood guilt, with lust, with cruelty and tyranny, with base fawning and base service of earthly majesties, from all which debasing stains the secluded lives majesties, from all which debasing stains the secluded lives of the peasants were kept clean. Eight stanzas establish this moral compensation of life by which if the rich gain this moral compensation of life by which if the rich gain in worldly prosperity the poor gain in moral rectitude. With this vindication the argument for the unhonored dead ends and the poet now advances to the pathetic sentiment in which the oneness of all humanity is pitifully, even despairingly, shown—the lingering look behind when the dark gates are opened for us—here the storied urn and animated bust of the great have their humble counterpart in "the frail memorial of the unlettered muse"—the surviving friends' answer to the lingering look behind. So for the most part the poor pass their days in sordid cares viving friends' answer to the lingering look behind. So for the most part the poor pass their days in sordid cares and the rich theirs in tainted joys, and both earn the passing tribute of a sigh. This sentiment, true and affecting carries us over four stanzas and brings us to a climax of pathos when the poet sends himself to join the unhonored dead, leaving behind his frail memorial in the epitaph which contains his slender faith—a faith that had no power to life the gloom of his life, or shed more than the faintest gleam of hope over the lot of human kind. Give a tear to misery extend your self-outy in sympathy to others equally. misery, extend your self-pity in sympathy to others equally unhappy and trust that the Eternal Father will also have pity. This ends the summary—now for the criticism or judgment.

Source of Man's Dignity and Hope.

"I am the Resurrection and the Life" is the true Christian solution of the pains and cares and inequalities of this world and the source of man's dignity and hope. When the poet studied the fortunes and merits of rich and poor the poet studied the fortunes and merits of rich and poor onl yin the light of their experiences this side of the grave, he dealt not with man's whole life, but with a partial aspect of it, as if it were all life—the sadness, the misery, the pity of it is presented. Life has this painful side, and it is truly and artistically drawn, but it is no true philosophy which is satisfied with a partial vew of man's vocaton. Compare the narrow, restricted philosophy of Gray in the famous line, "The paths of glory lead but to the grave," with the splendid spirit of human immortality even in this world which breathes through Lowell's tribute to Lincoln in the "Commemoration Ode." Not to the grave went all, but out of the grave came all. Both are to Lincoln in the "Commemoration Ode." Not to the grave went all, but out of the grave came all. Both are sentiments—one inspires heroism, the other mocks it. Moreover the lesson of Bethlehem, Calvary, Easter and Ascension Days is left out and with it the well grounded hope and inspiration which sanctifies the toils of life and teaches the dying Christian to cast indeed a lingering look healing but none the less an expectant look forward. behind but none the less an expectant look forward.

The Imaginative Part.

There are no difficult or lofty images to study in the "Elegy," but the whole poem abounds in homely figures of great felicity. Every line will repay study of the metaphorical use of words and phrases and will help us to understand how far we have travelled from the literal in our everyday use of the commonest words. Hardly a word in the second and third stanzas but is a figure of speech. The personal note is discovered in the pervading meloncholy, in the trace of ironical humor, when the poet speaks of the frail memorial of the unlettered muse and in the shrinking and modest tone of the epitaph—the sensitive-

*Songs of the Tree-Top and Meadow.

ness of the recluse. The local color makes itself seen in the opening stanzas, which describe a scene peculiarly English. The spirit of the revolutionary period betrays itself in the suppression of the Christian sentiment connected with the subject. The language is simple, chaste and scholarly to the last degree in the nice choice of fitting words, and very musical in the sequence of syllables and lines.

(Next month we will present a study of Coleridge's "Rhyme of the Ancient Mariner."

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The Catholic School Journal

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How do coast line and position affect the development How do coast line and position affect the development of a country? Why are the great cities here and not there? How does the vicinity of mountain chains affect the character of people dwelling near? Why are certain countries less prosperous or less advanced than others? Of all these questions, which though treated in so far only as the school curriculum will permit, recur to the maturer mind, and determine research which will be a delightful interlude amid exacting labors, or will at least, prepare for popular refutation of the views too often expressed by the generics of religion. the enemies of religion.

Geography also invites to a closer acquaintance with plants so necessary to our subsistence and well-being.

By it we enter within the earth and see the riches there imbedded, we behold the ocean as the mighty storehouse of heat and moisture, we admire the sun as a source of life and happiness, and we are led to conclude that all things created by God for man may influence the ultimate end of the race.

It is not possible in a city school to do more than make a child cursorily acquainted with nature. None the less, this demands thoroughness. Through pictures, visits to museums or to zoological gardens, and even the old-fashioned menagerie, children should become able at least to recognize the more familiar animals. An instance recurs to the writer where the catechism class was unable to understand "Lamb of God who taketh away the sins of the world, etc.," because not one among them ever had seen a lamb. True, it is not always possible personally

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Catholic School Journal-September

to conduct pupils on such expeditions as have been mentioned, yet she can encourage them to profit by those commonly offered, which in a great city are not few.

Moral Lessons from Nature Study.

The aim and end of nature study is to give the child a desire to know and love the works of God, so that should the future give opportunity he could not look upon the sowing and harvesting of food plants, the trees beautiful in blossom or rich in fruit, without realizing that the soul has similar seasons. His thoughts, desires and actions are perceived to be seeds which grow and mature to be garnered by God's Reapers or plucked by His command. Who could wander through the forest and listen to the chant of the leaves and let his own heart remain silent? Who could travel over mountain and vale and behold the stream spring from its source and become in spite of hindrances, a noble river, without in a manner learning to overcome the obstacles in his own path? But even apart from this higher result, one who has learned to look on the outside world with an observant eye, has opened to him a source of recreation that will lighten his weary hours, and healthfully relax mind as well as body.

If then, in our Christ-like task we are teaching a charity

If then, in our Christ-like task we are teaching a charity which governs temper, controls passion, helps to one's own aggrandizement, prevents looking on the poor and lowly as on paving stones, that is not ashamed of the dear old parents who have worn out health and strength in life's struggle, that is ever ready to lend its aid to church, or home, or school, may we not hope through our Divine aid to church, or home, or school, boys and girls who will be true to God, to themselves and to their church—in a word, men and women who will let the world judge from their lives how beautiful must be the structure

of which they are a part?

Yet an important part of our labor still remains. Our pupils grown our friends, must be welcomed back when possible through visits or occasional letters. At least must they ever feel that the teacher who led their first steps in the path of knowledge will rejoice in any good they may encounter, will encourage in time of distress or trial—will make their joys and sorrows her own.

Meanwhile, as they recede from us, we from our quiet

watch towers must still send heavenward earnest prayers that not one whom the Master has given to our care shall fail to be accounted for in the day of final reckoning.

FROM THE ATLANTIC TO THE PACIFIC, FROM PANAMA TO ALASKA. (So Say They All.)

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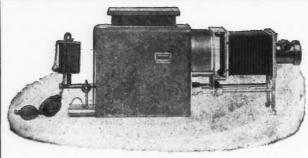
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in number and spelling, rapidity in all work, and cleverness in seeing what is meant, without requiring explicit direc-tions for everything, in addition to the bookkeeping, stenography and typewriting.—Business Man in Chicago

In the lexicon of youth which fate reserves for a bright manhood, there is no such word as fail.-Lytton.

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As brooks make rivers, rivers run to seas.-Dryden.

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PLANNING THE WORK.

There are three classes of teachers viz.: Those who plan in detail, those who plan haphazard, and those who do not plan at all. The second and third really belong in one group. I believe planning is the panacea for almost all ills to which a teacher is heir, because it makes for definiteness of effort and result and srystallizes hazy ideas into foreceful purposes. A teacher who sits down and plans her outlines once a month in detail, and then carries them out, is pretty apt to do some serious thinking

and get at definite results.

Again, planning makes work easier. If teachers who come out of the schoolroom tired realize wherein this weariness comes, it might spur them on to finding a way to do their work easier. Planning makes one stroke do the work of two and saves wear on the body. Planning makes the head save the heels and saves the daily harrass of the soul. It doubles the value of time and harrass of the soul. It doubles the value of time and divides the effort of discipline in two, since it foresees conditions and creates for emergencies. It provides work for the hour, and work is the key to discipline. A teacher who plans her work will have more available strength and time than the teacher who does not. There is much hit-or-miss work in the teacher's life which might be obliterated. Teachers ought to plan their work monthly and daily, both in the essential and non-essential, in morning talks as well as in arithmetic. As the month is the usual unit for grade meetings, it should form the unit of plan.—F. S. Brick.

Bethlehem, forever glorious as the birthplace of the Saviour of the world, is situated on a limestone hill, and stands 2,750 feet above the level of the Mediterranean, in the midst of valleys planted with trees and vines. The town extends from east to west. The population is about 6,600, of whom 4,000 are Catholics, 800 Greek and 700 Armenian Schismatics, 100 Mohammedans, and a few Protestants.

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Notwithstanding the rapid advance of exploration in various parts of the globe, it is estimated that about 20,000,000 square miles of the earth's surface remain yet unexplored. The largest unexplored area is in Africa, 6,500.000 miles, but even North America contains 1,500,000 square miles of virgin territory. Most persons will be surprised to learn that there is three times as much land awaiting the foot of the pioneer in North America as in South America.

Electricity, when unretarded by atmospheric influences, travels at the rate of 288,000 miles a second. Along a wire it is, of course, vastly slower; a perceptible period of time is occupied by the electric current in sending telegrams.

A curious method of sterilizing the air in rooms has been tried in Paris. Glycerin in small drops is scattered along a cylinder containing a suction fan, and the air pumped in it is thus charged with fine glycerin particles, which fall to the floor, carrying all dust and germs with them

A writer in Popular Electricity draws this picture of the city of the future: "It may not be a horseless city, but the great business of the warehouses, merchants, manufacturers and wholesalers will be transacted on electric trucks and most of the pleasure vehicles will be driven by eletricity; the work will be done by electricity; we will be kept warm in winter and cool in summer by electricity and nearly everything in this life of work or pleasure will be owing in a measure to electricity."

A Boston commission has been investigating the subject of tuberculous children in the public schools of Boston and estimates the total number at not far from 5,000. Its recommendations in regard to schoolrooms would apply

everywhere, when it says:

"There would seem to be need in all schoolrooms of a more abundant supply of fresh air; of maintaining rooms at proper temperature, and the lower the better the air; of proper, sufficient and hygienic methods of dusting, frequently done; of the frequent washing of rooms; of frequent and prolonged airing of all parts of the schoolhouse by open windows, and every means employed to the end that the place and air where the child spends so much of its life be as near as possible that of outdoors in a dustless region."

dustless region."

For the afflicted it regards with special favor the outdoor schools.

Prof. Ewell reports that in the recent contest in microscopical measurements held by the Illinois Microscopical society, the smallest measurement read was 1-2500 of an inch. The readings of Prof. Ewell, of Chicago, and F. T. Kelly, of Philadelphia, were judged to be of equal merit.

Professor Poynting, in a recent lecture before the Midland Institute Scientific Society, offered some astonishing figures concerning the earth's net weight. He placed it as 13 with 24 zeros after it—pounds. The mean density he figures out as 5.493.

One of the blessings civilization has brought to us which we do not appreciate as we should is vaccination. It is stated by the Boston Medical and Surgical Journal that a recent smallpox epidemic in a Russian town wiped out the whole population of 1,000 persons except one man of seventy-two, who is insane through his experience.

There are 2,754 languages.

Pigments of more than 400 different colors are secured from coal.

VOCATIONAL SCHOOLS.

Chicago is about to inaugurate an experiment in school work which will undoubtedly be followed with interest by educators because of the remarkably small percentage of boys and girls who enter high schools upon the completion of their elementary grade work. The reason of this condition is not hard to trace. High schools as at present established and conducted in this country are looked upon as institutions whose work is meant to be a preparation for colleges, and whether through disinclination to give the time needed for college training or because of lack of means to take up the work profitably there are comparatively few among us who purpose to acquire a college training. Why then should they waste valuable years in pursuing a course of studies whose main intent is to make them ready for college? It is to meet this condition that the energetic superintendent of the city schools of Chica-go, Mrs. Ella Flagg Young, proposes the experiment mentioned.

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She has arranged, for the benefit of pupils finishing the eighth grade who reject the opportunity the present high schools offer, a two years' course of further school work of a practical character. The training to be given will comprise instruction in shorthand, typewriting, mechanical drawing, dressmaking, home nursing, housekeeping and similar useful arts Under the guidance of competent teachers boys and girls, it is hoped, will be enabled to learn easily and quickly what they would otherwise

learn slowly and laboriously or not at all. It will be an experiment—one to which young people that have not the time for or do not see the advantage of four years in our present high school formation will be presumably attracted. Whether so marked a depasture as it implies from the school methods and intents thus far prevailing will be entirely successful time alone will tell. There are insistent questions of paternalism involved in the project which sooner or later must come to the fore.

> DEATH OF A BRILLIANT SISTER.

Sister M. Rita, of St. Mary's academy, Notre Dame, Ind., the mother house of the Sisters of the Holy Cross, died on Saturday, July 23, after a long and painful illness, during which she had submitted to a series of operations in the hope of saving her life. The immediate cause of death was peritonitis.

Sister M. Rita was one of the most brilliant and versatile and best loved members of her great community. In the world she was Miss Louise Hef-In fernan, born Sept. 22, 1860, in Albany, N. Y., a daughter of the late Brigadier General James Heffernan, who served through the civil war. When she was quite young her parents moved to Salt Lake City, Utah. She received the habit of the Sisters of the Holy Cross in 1878, and in 1881 made her profession. For years head of the English department and in-structress in literature at St. Mary's, she brought those departments to a high standard. Not only did her talent display itself in a literary way, but she was closely identified with business affairs of the great academy. She was the guiding factor in the editing and publishing of "St. Mary's Chimes," the interesting and excellent monthly publication of the academy. She leaves two brothers in Colorado Springs, Colo.

CATHOLIC NEW ENGLAND.

The New England States, according to William Sidney Rossiter, a census

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official of Washington, may now be regarded as the stronghold of Catholicism in this country.

In Massachusetts, 355 persons in every thousand of total population were reported in 1906 as members of the Catholic church; in Rhode Island, 400; Connecticut, 298; New Hampshire, 277; New York, 278. Some of these proportions are double those

shown sixteen years before.

The non-Catholic communicants per 1,000, of the states mentioned, numbered but 148 in Massachusetts, 131 in Rhode Island, 195 in Connecticut, 149 in New Hampshire, and 150 in New York; and practically all show a decline per 1,000 of total population from 1890 to 1906.

In Massachusetts, with a population

of a little over 3,000,000, approximately 900,000 are descendants of the native stock, and probably over 1,000. 000 persons in the commonwealth are available from which to draw member. ship for the non-Catholic churches, and this is practically the same number that were thus available in 1850.

The same official says that the non-Catholic population has not increased in New England for sixty years.

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GRADUATES AT FIFTY-TWO. Brother Simeon, a member of the Xaverian Brothers, this summer com-pleted a course at the Ohio State uni-

versity. He is fifty-two years old.
"But I shall not say," he says, "that my education is complete. One's education is never complete. I have been at school all my life and shall be at

school as long as I live."

The Xaverian Brotherhood conducts three schools for teaching agriculture. Brother Simeon was selected to found and open a fourth agricultural college. It will be in the Pennsylvania hills near Gettysburg.

As a preparation for his new charge, As a preparation for his new charge, Brother Simeon, already a graduate of many noted institutions and acade-mies, including four schools of agri-culture in France and one in the province of Quebec, Canada, and recently a professor in an academy at Louisville, was entered as a pupil at the Ohio State university. He elected the course in practical agriculture.

MEMORIAL TO TEACHER.

Six months ago the Children of Mary of the Sacred Heart Convent, St. Louis, desiring to erect a memorial to the late Mother Aitken, for many years head of their society, were advised by Archbishop Glennon to build homes for others. Accordingly plans were made for a farm colony and a site on the St. Francis River, in Dunklin County, Mo., selected. Money was raised among the members for the building of a chapel, which was dedicated to the Sacred Heart. The farms are laid out in model fashion, an expert agriculturist having taken up his abode in the colony to direct the settlers in scientific methods of farming. The colony has been named Wilhelmina, in honor of the Queen of Holland, as it will include many Hollanders. It is under the direction of Rev. Father Tessalar.

Archbishop Glennon is very enthusiastic over the "Back to the Farm" movement. His idea of the farm has added features to that of the National Farm oHmes Association. He deems religion to be the keynote of success, and will endeavor to have a chapel of some kind begun hereafter. It was this thought that inspired him when

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The Very Rev. RECTOR

he suggested the colony of Wilhel-

School officials cannot give too close attention to the sanitary condition of their buildings. Bad plumbing and poorly ventilated toilet rooms are the source of much ill health among teachers and pupils. It is not policy to wait until something happens before looking into conditions. Much information along this line may be had from a booklet, "A Few Points on Sanitation For Schools," which may be obtained free by writing to N. O. Nelson Mfg. Co., Edwardsville, 111.

A very interesting and helpful treatise on "The Dictionary in the Schoolroom," from the pen of Prof. Thomas H. Briggs, of the Eastern Illinois Narmal School, has been published by the G. C. Merriam Co., Springfold Mass, and will be cent Springfield, Mass., and will be sent

free to teachers on request. Some of the points covered by Prof. Briggs are: Finding words, diacritical marks and accent, pronunciation, definitions, derivation of words and general suggestions.

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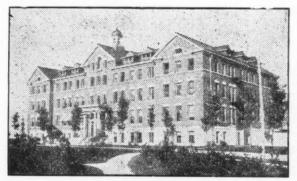
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Rev. PRESIDENT

Kerney's "Compendium of History, Ancient and Modern," revised and enlarged by Charles H. McCarthy, Ph. D. of the Catholic University at Washington, has just been published by the John Murphy Company of Baltimore. The history has been brought down to the year 1909. New illustrations have been added, including twenty colored maps. The history is divided into twenty books. The first book contains a resume of ancient history; the socond, the great

empires of antiquity, the third is devoted to Greece and the fourth to Rome. Book five begins modern history, and the following thirteen are devoted to the different countries in their turn. Book nineteen gives a brief history of the Catholic church and in book twenty we find short biograpical sketches of eminent people, with a chronological table. As a text book, or book of reference, the Compendium should be of great value.

A Catholic Normal School for the archdiocese has been built at New Or. leans. A few years ago it was not thought possible that a convent school could secure from the State equal rights with secular institutions. However, the Dominican Sisters of St. Mary's Academy have obtained by an act of legislature all the rights and privileges necessary to place their graduates on the same footing as those of the State Normal.

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An important gathering of the near future will be the first National Conference of Catholic Charities, which meets in Washington, September 25-28. The object of the conference is to bring together leaders of every department of charity work from every section of the country, and, by the discussion of every phase of Catholic charity, improse the entire field of Catholic enedavor.

Sister Mary Hyacinth, one of the twenty Sisters of St. Francis, who went to Minnesota from Illinois in 1877, and established a motherhouse of the order at Rochester, Minn., died July 14, of a complication of diseases developing from neuritis, from which she had been a sufferer for some time. The news of her death was a shock to her large circle of friends and acquaintances in the southern part of Minnesota, where she had labored for more than thirty years.

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At the close of the recent retreat for the clergy of the diocese of Galveston, Bishop Gallagher announced, among other regulations, that henceforth all parish schools started in the diocese must be free schools, that is to say, the schools must be supported by the parish in general, who pay the teachers out of the parish fund, no tuition whatever being collected from the pupils.

The Dominican Sisters at Sinsinaawa, Wis., forming the congregation of the Most Holy Rosary, met in general assembly at the motherhouse. St. Clara convent, on August 6, and unanimously elected to the office of Mother General of their congregation, Sister Mary Samuel Coughlin, to succeed their late lamented Mother Mary Emily Power, of holy and happy mem-

Five Dominican nuns of the community in Brooklyn sailed recently for Porto Rico, where they are to take charge of the new Dominican convent which is shortly to be dedicated there. The sisters are in charge of Mother Hilaria and they volunteered to go to the island. One of the purposes for which they are going is to establish schools for the education of the native children. Mother Hilaria has taught and superintended many of the Dominican schools in Brooklyn.

Rev. Mother Mary Praxedes Carly has been elected for the third time, as Mother General of the Loretto Sisterhood in the United States. The election took place at the Motherhouse at Loretto, Ky., on July 17. The term is for six years.

Not before the end of twenty years will the Gregorian chant, ordered by Pope Leo XIII. in his famous encyclical, "Motu proprio," come into general use in the United States. This is the prediction of Nicola Montant choir director of St. John's Catholic church, Philadelphia, and an authority on liturgical music. Mr. Montant was in Indianapolis recently for a visit with his family, and was quoted to the above effect.

STATE MAPS.

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In selecting pictures for the walls, consider three points:
(1) Subject; (2) quality; (3) size. Those pictures that (1) Subject; (2) quality; (3) size. Those pictures that are to find a permanent place in the room must be dis-

are to find a permanent place in the room must be distinctly artistic. Such are the copies of the old masterpieces and of many modern works of art. Occasionally excellent colored reproductions of beautiful pictures of flowers and landscapes by well known artists are obtainable; while the pictures of birds and animals given to us by colored photography are charming. Rather have a few good pictures than many questionable ones.

Get a few large, good copies of the most beautiful subjects you can find, pictures that will inspire both you and the children. Add to these from time to time. Usually select neutrally colored mounts—black, gray, brown or dull green. Sometimes the colored pictures of birds or animals look pretty on red backgrounds. Have as many of your pictures under glass as possible, so that they will be kept clean. Place a dark strip of heavy paper or cardoral pictures, not too many at a time, and place them on the strip of dark paper. Make a study of each picture until pupils are familiar with every one in the room.

—Emily Jacobs. -Emily Jacobs.

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humor of the School Room

In the schools of a Connecticut town measures were recently taken to test the children's eyesight. As the doctor finished each school, he gave the principal a list

form you that your son shows decided indications of as-tigmatism, and his case is one that should be attended to without delay."

The next day the father sent the following answer: "Dear Sir: Whip it out of him. Yours truly,

"Johnny," asked the teacher, "how much is seven times nine?"

"I don't remember."

"Who discovered America?"

"I did know, but I forgot."
"What is an isthmus?" "I don't remember.'

"You don't remember! Take your seat, sir. You'll never amount to anything in this world."

But he did. He is now drawing \$75,000 per year as chief forgetter for a large corporation.

Teacher-How many kinds of poetry are there? Pupil-Three

Teacher-What are they? Pupil-Lyric, dramatic and epidemic.

Teacher—Johnnie, who compiled our first dictionary? Johnnie—Daniel Webster.

Teacher-No, it was'nt Daniel, it was Noah. Johnnie-I thought Noah compiled the ark.

Mother-Where have you been this afternoon, Johnny? Johnny (uneasily)—Sunday school.

Mother—Then how is it you smell of fish and are so

Johnny (desperately)—Teacher told us the story of Jonah and the whale.



Your time is up. Ma-Ma! He-He! UNLESS YOU WANT TO BE A DUNCE, Gome on Alone to semool at once!"



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Humor of the School Room

One morning, says the New York Evening Post, an Italian, leading his little daughter by the hand, entered a schoolhouse in New York and stood in the hall, his hat tucked under his arm and his eyes seeking the passers-by in amiable appeal.

A teacher came out of her room, and, happening to notice him, asked his errand. He pushed the girl eagerly forward.

"She wan' go to school," he answered, with many bows. She has book," he tapped the book under the girl's arm, "and slate," pointing to her hand.

"Oh, I see!" said the teacher, smiling. "You have brought her all prepared. Can she read?"

The father shook his head, smiled and looked into the

lady's eyes in a deprecating way, repeating softly, "she wan' to go to school."

The teacher took the book and looked at it. She found it old and worn and neither a reader nor an arithmetic. It was a "Social Directory of the Year 1900."

"What, then," asked the professor, "is the exact difference between logic and sophistry?"
"Well," replied the bright student, "if you're engaged in a controversy it's just the difference between your line of argument and the other fellow's."

"Mamma," said little Ethel, with a discouraged look on her face, "I ain't going to school any more." "Why, my dearie, what's the matter?" the mother gently

inquired.

"Cause it ain't no use at all. I can never learn to il. The teacher keeps changing the words on me all spell. the time.

Teacher-Jimmie, correct this sentence: "Our teacher am in sight."

Jimmie-Our teacher am a sight.

"Now, children," asked the teacher, "what is the use of a calendari

"Please, mum," answered Willie, "it tells where you'd orter git yer life insured."

The absent-mindedness of the German professor of the comic paper is only equaled by his forgetfulness. In such a preoccupied mood, Professor Dusel of Bonn noticed his wife place a handsome bouquet of flowers on his table

table.

"Why all those flowers?" he asked.

"This is your wedding anniversary," said Mrs. Dusel.

"Um, thanks," he replied. "When yours comes, tell me, and I'll reciprocate."

"Will some little scholar please tell what happened to the people of Jericho after the children of Israel had marched seven days around the walls of that city, blowing their horns?" asked the Sunday school teacher. "Tommy

Taddles, you may answer."

"Please, teacher," replied Tommy, "they tumbled to the racket."

Teacher-Now, Tommy, give me a sentence, and then

we'll change it to the imperative form.

Tommy—The horse draws the wagon.

Teacher—Now put it in the imparative.

Tommy-Gee-up.

Teacher-Johnny, can you tell me how iron was first discovered?

Johnny-Yes, sir. I heard pa say yesterday that they

"When Rome was burning, Emperor Nero was playing the fiddle," so the teacher told Robbie. And this was what Robbie told his mother that evening: _"The Emperor Nero Robbie told his mother that evening: "The was playing a fiddle, so they burned Rome.